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A STUDY OF THE TESTED DIFFERENCES IN THE INTELLIGENCE, INTEREST,
PERSONALITY, AND VALUE OF TWENTY-FIVE Y-TEENS AND TWENTY-
FIVE NON-Y-TEENS OF DAVID T. HOWARD HIGH SCHOOL,
ATLANTA, GEORGIA, 1950-1951

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CHAPTER I

INTRODUCTION

Statement of the Problem.— The problem involved in this study was to determine the significance of differences, if any, in the intelligence, interests, personality, and values of twenty-five Y-Teens and twenty-five Non-Y-Teens of David T. Howard High School, Atlanta, Georgia, 1950-1951, as measured by (1) Otis Quick-Scoring Mental Ability Test; (2) Garretson and Symonds Interest Questionnaire for High School Students; (3) California Test of Personality; and, (4) Allport and Vernon Study of Values.

Definition of Terms.— It is essential to clarity of thinking that any area of research include definitions of the specific terms which are used in the study. In this study operational definitions, which are a behavioristic approach to knowledge arguing that the meaning of any term is equivalent to the operations or performances it calls forth,¹ have been used in defining all of the variables being tested. Hence, intelligence has been defined as being that which a particular intelligence test tests; interests are what a particular personality inventory measures; and values are what a value scale measures.

A Y-Teen as used in this study is a girl between the age of thirteen and eighteen years who is a member of the Young Women's Christian

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George W. Hartmann, Educational Psychology (New York, 1941), p. 106.

Association and who is enrolled in the organized program of the Association called the Y-Teens.

A Non-Y-Teen is a girl between the ages of thirteen and eighteen years, who is not a member of the Young Women's Christian Association and who is not enrolled in any of its programs and who is not or has not at any time been a member of any of the other generally recognized character building agencies such as Campfire Girls and Girl Scouts.

Purpose of the Study.-- The purpose of this study was to answer the following questions:

1. What is the significance of the differences, if any, in intelligence of twenty-five Y-Teens and twenty-five Non-Y-Teens?
2. What is the significance of the differences, if any, in interest of twenty-five Y-Teens and twenty-five Non-Y-Teens?
3. What is the significance of the differences, if any, in personality of twenty-five Y-Teens and twenty-five Non-Y-Teens?
4. What is the significance of the differences, if any, in the values of twenty-five Y-Teens and twenty-five Non-Y-Teens?

Limitations of the Study.-- The problem of this study was limited primarily by five factors: (1) Only four variables were studied and each variable was considered and treated as distinct from the others; (2) Only twenty-five cases were included in each group; (3) the subjects were drawn from one school for the year 1950-1951; (4) the socio-economic factor was not controlled; (5) no consideration was given to varying length of time of membership of Y-Teens in the Young Women's Christian Association beyond one year.

Method of Research.--- The Normative-Survey method of research was used, employing the special techniques of testing and statistics.

Place and Time of the Study.--- The subjects used in this study were drawn from grades ninth through twelfth of the David T. Howard High School, for the school year 1950-1951.

Procedure.--- The following steps characterize the procedure used in making this study:

1. A request was made to the Superintendent of the Atlanta Public Schools for permission to carry on the study at the David T. Howard High School. This request was granted.
2. The cooperation of the Principal of the school and the teachers in charge of classes in which Y-Teen members were enrolled during the third and fourth periods of each day was sought and secured.
3. Twenty-five girls were selected from grades nine through twelve on the basis of having been members of the Y-Teen program for one year or more. The same number of Non-Y-Teens as Y-Teens was selected by the random sample method from each class.
4. All tests were administered and scored in accordance with the directions given in the test manuals.
5. The data were tabulated, treated statistically and presented in appropriate form. The statistical measures computed were the mean, standard deviation, standard error of the mean, difference between the means, standard error of difference of means, and Fisher's t. The 5 per cent level of confidence was selected as the basis for determining the significance of differences.

Related Literature.--- The literature relating to intelligence, interests, values, and personality development of adolescents who were members of character building organizations as compared with adolescents who are not members of such organizations are fairly extensive. However, literature specifically related to membership in the Young Women's Christian Association is limited.

Gordon M. Ridenour¹ made a comparative study of the mental capacities and scholarship records of scouts and non-scouts in the same schools. This study was conducted in three high schools in New York State, and the subjects consisted of three groups of scouts and three groups of non-scouts. The mental scores of the scouts and non-scouts were derived from the National Intelligence Test, Scale A, Form I and the Terman Group Test of Mental Ability; school achievement scores were derived from a careful analysis of the teacher's marks on the report cards for the preceding semester. Out of a total of 154 scouts and 257 non-scouts, the scouts, were found to have appreciably higher Intelligence Quotients than the 257 non-scouts. The scouts of higher rank made better scores than the scouts of lower rank, both in intelligence and achievement. The scouts did better in school achievement than the non-scouts so far as teacher's marks were a true index of achievement. In this study, the investigator did not include the standard deviation in his computations nor did he derive the standard

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Gordon M. Ridenour, "Boy Scouts Versus Non-Scouts in School." Unpublished Manuscript, Boy Scouts of America (New York, 1925).

error of the differences from these nor the critical ratios. With the small number of cases used in this study, the real differences, he thought, might prove to be too small to be statistically significant.

Philo T. Farnsworth¹ made a study in which he attempted to compare the educational achievement and mental ability of all scouts and non-scouts in the elementary and junior high schools of Granite School District, Salt Lake City. The National Intelligence Test and the Terman Group Test of Mental Ability were used to measure the intelligence of these groups. The Stanford Achievement Test was used to measure the achievement of the two groups. The study included 869 boys; of this group 439 were registered Boy Scouts. The data collected revealed that the Boy Scouts possessed a higher median intelligence score than the non-scouts. The median intelligence scores for the scouts placed them in the brighter normal group with five points above the non-scouts. The achievement scores showed that the scouts were superior to the non-scouts in achievement also.

In the conclusion to this study, Farnsworth stated:

It is evident that the scout group, as reflected in its achievement quotients, is achieving educationally what might be expected in view of their mental ability, while non-scouts are not achieving educationally all that they have mental ability to achieve. Every rank in scouting shows better mental and educational achievement than the non-scouts. Whether by a selective or an eliminative process which could not be determined within the scope of this study, it is shown that as scouts increased in achievement and experience in scouting they show

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Philo T. Farnsworth, Unpublished Study (Salt Lake City, 1932), as cited in Ray O. Wyland, Scouting in Schools (New York, 1943), pp. 88-89.

also increasing mental ability and greater educational achievement.¹

Henry P. Fairchild² set out to investigate, by the case study method, the effect of scouting experience upon the conduct habits of boys. The inquiry sought to answer two questions: (1) Do scouts display a higher level of conduct than boys of similar ages who are not scouts? (2) If there is a difference, can scouting be held accountable for the difference? It was found that one out of every 240 non-scouts was a delinquent and one out of 978 scouts were a delinquent. From this, it is evident that scouts are not as liable to delinquency as other boys. In further comparative studies of 917 scouts and non-scouts made, by Fairchild, to determine what differences, if any, there were in the character development of scouts and non-scouts, indicated that, in general, the scouts were found to have or show a higher level of social conduct than that exhibited by non-scouts. The investigator found no significant differences in the amount of cheating and deception as between scouts and non-scouts; but the records are not consistent; scouts appeared superior in some groups, but average inferior in other groups. Tests of a very limited number of scouts and non-scouts show the scouts to be slightly more cooperative and to have slightly stronger service tendencies than non-scouts.

Fairchild concluded that:

1

Philo T. Farnsworth, Scouting in Schools, pp. 104-118.

2

Henry P. Fairchild, Conduct Habits of Boy Scouts (New York, 1931), pp. 1-50, as cited in Ray O. Wyland, Scouting in Schools (New York, 1934), pp. 98-105.

There is no conclusive proof that the superior character of scouts, in whatever degree it has been exhibited, is more or less the direct result of scouting or scout training. Such hereditary and environmental factors as superior intelligence and a generally more favorable background, including scout training, are jointly accountable for the conduct habit of these boys.

P. R. Hightower¹ made a study to determine the relationship between Biblical information and conduct by means of objective methods. Objective tests were selected and devised. The tests of Biblical information were prepared and administered to 485 pupils during the school year 1927-1928. The results of this preliminary testing were used for the purpose of establishing the reliability of the tests. This being done, the conduct tests were selected from carefully validated materials.

In order to test phases of negative or unsocial conduct, tests on cheating and lying were given. In cheating, two different general types were used, one for home and one for school, with four different specific situations: securing forbidden help at home, wrong use of keys, peeping to raise scores on the coordination tests, and adding additional symbols and digits to raise scores on the speed tests. In lying there were two situations: lying to escape disapproval and lying to win approval.

To test phases of positive or socially approved conduct, class loyalty, and altruism or unselfishness were tested. In regard to class loyalty, two tests were administered, the Maller Speed and the Maller Free Choice; and in regard to altruism or unselfishness the money notes and the

1

P. R. Hightower, "Biblical Information in Relation to Character and Conduct," University of Iowa Studies in Character, II (February, 1928), 237-244.

picture envelope tests were used. In addition to the tests, teachers' ratings on various conduct traits were secured and given some consideration.

Hightower concluded: within the limits of this study, there appeared to be no relationship of any consequence between Biblical information and the different phases of conduct studied. However, the test did not show in the least that the Bible or a knowledge of it is valueless in character building. It does indicate, however, very definitely that mere knowledge of it is not of itself sufficient to insure proper character growth.

The following suggestions were given over and above the results of the research:

1. Since the present methods of Biblical instruction are evidently not doing what they are supposed to accomplish they will have to be changed, if we are to get from them the desired results in character development.

2. It is conceivable that the results in character and conduct expected and apparently not realized from a mere acquaintance with the Bible, might be accomplished through the agency of better trained teachers.

3. In order to secure the desired character results from a study of the Bible, better curricular arrangements of Biblical materials is essential.

E. G. Lockhart ¹ made a study to determine the attitudes children have

¹
E. G. Lockhart, "The Attitudes of Children Toward Law," University of Iowa Studies in Character, II (February, 1928), 120-135.

regarding law when the situations are such as to supply a motive for disobedience and to ascertain to what extent the factor of intelligence operates in affecting attitude toward law. A special test was devised and its reliability established. It was given to fifty lawyers rated among the highest in ability and moral character. The results of the tests administered to the lawyers were taken as a convenient measure with which to compare the reactions of more than 300 children. As a sidelight on the reaction of the adults, the test was given to two other groups—fifty advanced graduate students, and a civic club.

Suitable tests of mental ability and a survey test of socio-economic status were administered to see if intelligence or socio-economic status appeared to influence attitude.

Scores made by the boys on the law attitude test were compared with those made by the girls at the same grade level, to reveal the influence of sex. A grade by grade comparison was made to reveal any difference due to scholastic attainment or grade level.

The intelligence range in each grade was divided into four sections and each child assigned to a section according to his Intelligence Quotient. The mean scores of these sections were compared to determine the influence of intelligence. A similar procedure was employed to ascertain the influence of the socio-economic status. The investigator concluded:

1. It appears from this study that socio-economic status is of no consequence in determining attitude toward law.
2. Children gradually approach the adult attitude toward law, as measured by the test, as they advance through the grades. Children in grades, 4, 5, and 6 are farther from the adult attitude than are those in high school.

3. The attitudes of children toward law approach that of the adult as the group rise in the scale of intelligence; fourth or lowest group in the range of intelligence falls considerably below the first or highest group. However, this is not true of the higher grade levels.
4. Intelligence is a factor in determining attitudes toward such laws and situations as are involved in the test, provided the mental age is below eight years or less. As mental age increases the degree of intelligence appears to exert less influence.
5. The outstanding conclusion is that children do not differ greatly from adults in their attitudes toward law.

Arthur I. Gates ¹ reported an experimental study made by Voelker of the simultaneous development of morals, ideas, and moral conduct. Six groups of about a dozen boys each, of ages ten to fourteen, were first given a series of ten tests which offered an opportunity for either trustworthy or untrustworthy behavior. Situations were provided offering the boy an opportunity to keep over-change, to steal, to cheat in examination, to tell a secret, and to make false claims. Each test provided a real temptation; dishonesty would be rewarded by some immediate personal gain. The boys, of course, were unaware that the temptations were pre-arranged. In the first trials, the temptations were effective in various degrees, ranging from untrustworthiness in eight out of ten tests to one out of ten; only one boy was one hundred per cent honest. The average boy proved susceptible to three or four of the ten tests.

During a period of seven weeks two groups were given intensive training, which embraced the learning of codes of trustworthiness, Boy Scout

¹
Arthur I. Gates, Psychology for Students of Education (New York, 1925), pp. 320-22.

oaths, lectures, and an abundance of cautions, exhortations, encouragement, and explanation during games, examinations, hikes, group meetings, and other Boy Scout activities. Rewards and punishments were administered as occasions made them advisable. In short, the leader of the two groups attempted by many devices to develop and clarify the notion of trustworthiness, to develop ability to see it in many different situations, and to form habits of acting in a trustworthy way.

The other groups were given the ordinary Boy Scout training in which, presumably, less effective interpretation of verbal instruction and experience was obtained and the development of trustworthiness was less deliberately designed. The other group of school boys were given no Boy Scout training, and no special training in trustworthiness. At the end of the seventh week, the groups were again put through a series of ten tests which were new in material but in general similar to those of the first series. The two groups systematically trained in trustworthiness improved the most; the two untrained school boy groups the least; with the regular Boy Scout group about midway. The especially trained group did not achieve perfect trustworthiness, however. They were guilty of untrustworthy acts, on the average, in about two out of ten tests. Some of the failures probably were due to inability to perceive the right clearly, while others were instances of seeing the right but doing the wrong. The greatest improvement, however, was obtained by the deliberate selection of life situations which afford opportunity to perceive and do the trustworthy act, along with verbal explanations and the formulations such as slogans and mottoes which became meaningful by penetration and in turn made the

experiences more intelligible and fruitful.

But ideas become more effective ideals only when they have led promptly to action that is accompanied or followed by satisfying effects. When this occurs frequently, the idea becomes an impulse to action; the individual is ready to act, and, as elsewhere, for him to act is satisfying, for him not to act or to act differently is annoying.

A. H. Froemming,¹ director of street trades in Milwaukee, prepared a report of an experiment in character training undertaken in the public schools of that city. In order that the newsboys might be made conscious of the moral qualities which they should cultivate and exhibit, each newsboy was asked to list four important "ways or conditions" that would help him (1) to be a good worker, (2) to be a good thinker, (3) to have wholesome feelings, (4) to be a "good fellow to have around," (5) to have a healthy body, and (6) to form good personal habits.

The boys supplied a long list of ways and conditions under each heading and doubtless profited by the development of what William Bagley called "conscious ideals".

Connor, Hawkins and McCarty² reported an experiment in the development of Health, Character, and School Citizenship carried on in two schools of

¹
A. A. Froemming, "Character Studies Among Newsboys in Milwaukee," The Elementary School Journal, XXX (September, 1929-June, 1930), 332-3.

²
William L. Connor, Gertrude C. Hawkins, and Katherine A. McCarty, "The Cleveland Experiment in the Development of Health, Character and School Citizenship," Journal of Educational Research, XXXI (September, 1938-May, 1939), 23-34.

Cleveland, Ohio. Comparisons were made of the experimental Elementary School A and the controlled Elementary School B during the school years, 1934-35 and 1935-36. The analysis was made by National Youth Administration workers working under the immediate supervision of Herbert Bender.

In School A the curriculum center for the creation of new materials and methods for the development of physical health and growth, safety, thrift, character, and citizenship was established in September, 1929.

The entire school enrollment was used. The pupils were grouped on the basis of probable learning rate, achievement, and liberally according to chronological age. The hypothesis that the outcomes of this experiment should be in terms of better physical health, better social and emotional adjustments, increased industry, and better academic progress was tested experimentally.

In School B a coordinated controlled program to carry the character, health and citizenship development program of the school into the home and the community was set up. The activities were planned by the supervisors, teachers, and administrators and highly supervised in school and out of school.

The data consisted of diaries kept by the pupils for one week in the fall, and for one week in the spring, in which they recorded systematically under the direction of teachers and parents, (1) food eaten, (2) hours slept, (3) games played, and (4) work done. Teachers gave ratings of pupils on the Haggerty-Olson-Wickman Behavior Rating Schedules, and the scores from an intensive educational and mental program.

The findings were:

1. Better health for School A.

2. Better habits of sleeping and eating for School A.
3. Better moral habits such as honesty and punctuality in School A.
4. Pupils showed improvement in emotional and social adjustments in School A.

The conclusions were that the program of School A proved better for a uniform development of character and school citizenship, regardless of intelligence, than was School B, the conventional school.

A. S. Dimock and C. E. Hendry¹ made a study of camping experience in character education. Seventy-three boys were asked to state the biggest thing a boy gets out of camp mentioned: Athletic and campcraft skills (30); learning how to get on and mix with others (35); better health, posture, and fitness (33); helping the other fellow (33).

Ratings by leaders on the frequency with which, during the first week in camp twenty-four or thirty undesirable behaviors were observed (216 boys ranging in age from six to sixteen, median Intelligence Quotient Otis group Test 131) showed most boys abstaining from: stealing (77 per cent never); sex irregularities (68 per cent never); avoiding disagreeable duties through sickness (48 per cent never); most frequent offenses were: disinterest in chapel (15 per cent frequent); retiring by self instead of mixing with group (9 per cent frequent); hogging equipment (8 per cent frequent); good behaviors on the same scale predominated, the most frequent being making friendly approach to those of his group (59 per cent frequent); showing

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H. S. Dimock and C. E. Hendry, "A Camp Experiment in Character Education," Department of Superintendence. Character Education. Tenth Yearbook, Washington, D. C.: 1932, p. 60.

courtesy (46 per cent frequent); observing rest hour (21 per cent frequent). The infrequent good behaviors were: assuming leadership in group (37 per cent never or seldom); volunteering for service tasks inconspicuously (31 per cent never or seldom).

The leaders brought up for discussion one hundred eighty out of eight hundred boys, the average number of problems being 2.7 per boy. Most frequent problems were lack of interest in camp activities (21 per cent); poor etiquette, showing off, and shyness (each 18 per cent). Six problems, rough language, homesickness, timidity, smoking, sense of inadequacy, general meanness and temper tantrums each occurred in less than four per cent of the cases reported.

Analysis of two problem cases and the treatment provided each are reported in the study.

A fairly bright ten year old boy, who was insolvent, slovenly in dress, talking, and eating habits, who lied, stole, and was a braggard, domineering, and quarrelsome, and who had few camp interests, was examined by a psychologist. He interpreted the boy's behavior as compensation for sensitiveness and a sense of difference growing out of red hair and freckles. Many of his bad habits seemed to have developed due to his success in getting his own way with the mother, sister and two maids who cared for him. Treatment involved: (1) indifference, no laughter at his antics; (2) putting him with older boys; (3) telling him that no one believed his lies; (4) increasing his real achievements in fishing, swimming, and sailing which were his strongest interests; (5) strict control of table and tent meanness by withdrawing swimming privileges. Improvement was noticeable

the first day, absent the second and third, but by the end of the summer so marked as to place him third among two hundred boys in observed conduct improvement.

The largest change in behavior was made by Martin, an eight year old, subject to tears, temper outbursts, poor manners, finicky eating, few interests in camp, frequent lying and stealing. At the age of six he had stolen twenty-five dollars from his aunt, hired a taxi, and gone to a resort for an evening's entertainment. Examination showed him pampered in food habits at home, able to get his own way by crying, well advanced in school for which he was constantly rewarded. Camp treatment included: (1) no rewards of any kind; (2) no success through crying or tantrums; (3) permitting no remarks about food (eat it or leave it); (4) opportunities for wholesome interests; (5) a very impressive interview with the "Chief". During the latter part of the summer he was a changed boy, chosen by the boys as a leader, active, and needing little persuasion or control.

Camp results were measured in terms of skills acquired, test responses, and behavior rating used with proper precautions. One test attempted to get at the interest of boys through their choice of companions at the beginning of the camp period, and then again at a later date.

On the basis of the information obtained by administering these tests, the camp leaders concluded that camp life plays a major role in character development.

Havighurst and Taba¹ in their book titled, Adolescent Character and

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Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality (New York, 1949), pp. 1-215.

Personality, point out that character is learned in three ways, namely:

(1) through reward and punishment in the home, school, play groups, and community at large (2) character is learned through unconscious imitation, and that the first objects of imitating for a child are his parents and other adults which he knows; and (3) that character is developed through reflective thinking, and that moral behavior must be learned through thinking about moral situations, and by tracing various kinds of behavior through their probable consequences, and by reaching conclusions which may govern future behavior. The authors point out that there are two levels of character, that one on the popular level is called moral conduct, which is controlled by praise and reward from the immediate social environment, and the second level is called the level of conscience which deals with moral principles and moral choices.

Character may be measured in terms of behavior and reputation. The behavior of a person can be observed in many different situations and from these observations a person can be given a score for each character trait. Scores can also be given on the basis of what other people say about the honesty, responsibility, moral courage, loyalty and friendliness of a person.

The authors also state that social environment has a great effect on character development, and therefore, if we are going to deal with character development that we must study the individual and also the community in which the individual lives. The authors also cite the findings from a recent survey made of Prairie City, to determine the influence the school, church, home, recreational places, and character building

organizations had on reputation and character development. It was discovered that the home had the greatest influence, that adolescent character and reputation are largely determined by the degree of conformity which the child can make to school rules, that the church membership is not an independently powerful influence in the development of character, but that church membership is often associated with other factors or constellation of factors that tend to produce good or bad character and reputations, and that adults outside the home play an important part in the character development of children. This survey also showed that there were many organizations such as boy scouts and girl scouts which aided in character building. It was found that the boys and girls had a peer culture of their own with moral standards and moral pressure behind these standards. They believe in group loyalty, in individual achievement, and responsibility for the young people of this city meant doing well in school, getting a part-time job and in being a responsible member of several clubs or other organizations.

As a result of this study the authors concluded with the following point of view: that the social, family, and community status play an important part on the development of character, that a child learns values from two general sources which are from adults who have prestige, and from his own group. The authors also concluded that the most important factors which influences character is the home, and that most of the schools and character building organizations teach middle class values, which appeal mainly to the middle class and to a minority of low class youth. The school must strive to meet the needs of all young people, and do all that

it can to facilitate good school adjustment for an ever increasing number of entering students, and that guidance must be given to help the student to become emotionally secure and to develop good character and personality.

C. A. Weber,¹ Associate Professor of Education at the University of Connecticut, has stated rather fully his point of view as to how character can be developed in young people. Weber recognized the great problem of school administrators in providing the sort of school environment which will develop in young people the kind of character which are necessary if democratic living is to be successfully realized. He stated that different educators have varying points of view concerning this problem. Many propose an educational program more related to actual life than the program we now have. A program that "elicits more learning about responsibility, which disciplines the behavior of the pupil and develops moral character," is generally recognized as an imperative of our times.

Some propose an increase in the sternness of requirements in academic studies, as in United States History. Others would place more emphasis on the liberal arts and the world's great classics. Each group features a plan as the plan for attaining goals which are recognized as worthwhile. This has been greatly confusing to administrators, teachers and boards of education.

Weber's² point of view is that the type of educational institution

¹
C. A. Weber, "Character Building the Great Challenge of Today," School and Society, XXXIV (October, 1944), 42-43.

²
Ibid.

that we plan for the future should be one from which personal integrity will grow. The characteristics of such a situation are:

It must provide for a realization on the part of the pupil that people who live differently from the way he does also think and feel differently and their judgments differ from his because they have a different perspective. The school situation should enable the pupil to view himself objectively so that he may realize that his own opinions and beliefs may seem wrong to others because of differences in living situations and experiences.

A situation conducive to the development of personal integrity should provide for the personal commitment of the learner to some design of values. The fact that his judgment is good or bad is not as important as the fact that he has actually committed himself to it. If the educational environment is conducive to such a commitment by each pupil, we can assist him in developing better and more satisfying goals. It is better to have a poor goal than no goal. Only when the school environment elicits thought that commits the individual to a course of conduct and action where the consequences must be confronted does it really enable the pupil or the teacher to begin the process of adaptation and construction. Any adequate educational program must provide generously for situations in which the learner is challenged to personal commitment.

In the past the schools have been too concerned with giving lip service to ideals while acting according to a submerged body of values which conflicted with the idea. Thus the art of deceit and hypocrisy has been developed rather highly. We cannot expect to develop the integrity which we desire unless we recognize the need for expression of commitment to beliefs.

A second criterion to be considered in planning a character-building educational situation is that it demands an extension of pertinent factual understandings in relation to that body of goals and purposes to which each pupil has committed himself. The program of education should provide for surveying facts and information which will enable the learner to evaluate his commitment. Only by this process can he learn to validate or deny his original goal.

Weber¹ summarized his views in the statement that:

¹
C. A. Weber, op. cit.

Our educational methods, technics, materials and disciplines should be focused upon the significant orientations of the learner. The prevailing practice of running the schools in an atmosphere of pseudoneutrality serves to defeat the most intelligent function of man's intelligence. It literally prevents the cultivation of wisdom in private and public decisions; choices, policy-making and planning.

Practically, if we as teachers and administrators are to develop character in young people, we must do four things: first, we must encourage learners to express their honest commitments; second, we must be aware of these commitments; third, we must organize our teaching so that the learner will acquire pertinent facts and information which will enable him to reexamine continuously his commitments; and fourth, we must continuously obtain new knowledge of the learner's commitments as they change and grow so that we can provide growing experiences through which he can obtain further facts pertinent to his new goals.

Hugh Hartshorne and Mark A. May¹ made the first comprehensive scientific study of character development. This study was the Character Education Inquiry, launched at Teachers College, Columbia University in September, 1924, at the request of the Institute of Social and Religious Research. The study was carried on by the Institute of Educational Research, Division of Educational Psychology, under the general supervision of E. L. Thorndike.

The character testing approach was chosen for several reasons, some of them were (1) it was necessary to choose such a method that the project could be brought to a close within a specified time, (2) many facts pointed to testing as the most strategic method of attack. This approach was

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Columbia University Teachers College. Studies in the Nature of Character (New York, 1928); Hugh Hartshorne and Mark A. May, "Studies in Deceit," General Methods and Results. Book One. (New York, 1928); "Sociological Implications of the Character Education Inquiry," The American Journal of Sociology, XXXVI (July, 1930-May, 1931), 251-62; "A Summary of the Work of the Character Education Inquiry," XXV (January, 1930-December, 1930), 607-19.

chosen with full awareness of the importance of other approaches to the problem. Inasmuch as the study sought to throw light on the nature of character, by uncovering fresh empirical data rather than by reworking data already familiar, premature formulation of definitions were avoided. The authors were interested in the social functioning of children. Their intent was to study social behavior in relation, on the one hand, to the ideas, purposes, motives, and attitudes entertained by the individual, and on the other hand to the group life within which the observed and tested behavior takes place, including both the systems of behavior or customs of the group and its codes, ideas, and purposes. Furthermore the authors thought of behavior as a function not only of the group but of the self which is becoming enlarged and organized within itself as well as integrated with its groups in the processes of social interaction which are being studied. The work is classified as follows:

- (1) Mental conduct and skills - the so-called intellectual factors.
- (2) Desires, opinions, attitudes, motives - the so-called dynamic factors.
- (3) Social behavior - the performance factors.
- (4) Self-control - the relation of these factors to one another and to social-self integration.

Hartshorne and May devised several moral knowledge tests. One test was intended to measure the child's ability to foresee the type of consequences that might follow from simple types of activities, such as starting across the street without looking both ways, getting into fights on the playground, giving away money that has been saved for another purpose,

riding down a steep sidewalk on wagons and scooters, and similar commonplace activities well within the range of school children. In the first instance, the children simply were asked to write after each statement of an act all the things they could think of that might happen. They were asked to list both the good things and the bad. This gave a rough measure of what one might call the child's social imagination. In a latter test they stated the series of acts with some of their consequences and asked the children to check the consequences that seemed to them most likely to happen. One further step was taken in a test which asked the children to indicate which of a series of consequences would be most important in case it did happen.

A test of social-ethical vocabulary was also used. Another sample from this field was a modification of the comprehensions test in the Binet scale. The purpose was to find out if children were aware of standards of conduct which are regarded as ideal by ethically mature and educated people, and there is a real sense in which this is moral knowledge.

A fourth sample of the tests of intellectual factors was what the authors originally called a provocations test. Presumably there are conditions under which such conduct as lying, cheating, stealing and the like, might be relatively desirable. What they wished to know was where the child drew the line. For example, on the way to Sunday School Jack matched pennies with the other boys in order to get money for the Sunday School collection. Was this right, or wrong, or excusable under the circumstances? The purpose of this information was to find out to which and the conditions under which a child will excuse types of action that fall below the ideal

standard.

Another type of test attempted to find out what a child regards as the most sensible, useful and helpful thing to do in a wide variety of social situations. For example, a boy is being teased by some other children. What is the most helpful thing to do? By presenting a list of fifty items of what to do, it was possible to secure a score that would represent the child's skill in making decisions in rather difficult social situations.

These moral knowledge tests have satisfactory statistical reliability and validity.

In the area of attitude testing, Hartshorne and May made use of the Woodsworth-Matthews emotional instability test and the Otis suggestibility test. Literature on the subject showed that social attitudes tests were more promising than tests of temperament, mood and emotions. The test consisted of such things as having the children vote on the type of individual whom they would select for a best friend, on the kinds of activities that make for success or failure, on the extreme truth or falsity of a series of statements, on the conditions under which a child would or would not indulge in various types of social activities and so on. This represented an endeavor to take a rough sampling of the child's attitudes, preferences, and desires.

In the field of actual conduct, the authors developed tests covering four types of behavior-- deception, cooperation, inhibition, and persistence. They proceeded on the assumption that the sense in which conduct can be measured is by taking samples of it.

In the study of honesty, or rather its opposite, deceit, the authors

sampled the tendencies of children to cheat, steal, and lie. Of the cheating type of conduct, they took fourteen samples of classroom situations, four of situations involving athletic contests, three of situations involving parties or parlor games, and two of school work done at home. They also took two samples of the lying tendency and two of stealing. Examples of situations involving cheating in the classroom were such as copying answers from an answer sheet that was given out for the purpose of correcting papers at the close of the test, of adding answers in a speed test after time had been called, or violating the rules in the solution of a puzzle.

The essential feature of these tests were that the child was placed in an ordinary classroom situation and given a task to perform which had in it an opportunity for cheating, but the situation was so arranged that if a child cheated or attempted to deceive he unwittingly left a record of his conduct.

This series of behavior tests represented types of behavior that were described as helpfulness, co-operation, self-denial, self-sacrifice, charity, and the like, the plan of testing the service tendency is the same as that for testing the deception tendency and involved setting up a situation with an appeal and at the same time a resistance. Sample situations involving self-denial or self-sacrifice were these: inviting the child to come to school half hour early to make pictures for hospital children; presenting children in an orphan home each with nineteen cents and asking how they would distribute it between self, bank, and charity; or asking children to give up ice cream and give the money to orphan children in Russia.

Samples of co-operation or class loyalty, or the efficiency co-operation test and the free-choice test were developed. In this test, each child was given a set of twenty sheets of paper on which were simple problems in addition. Two contests were announced, one in which the class would compete with the other classes for a prize, and one in which each individual would compete with his classmates for a prize. The score in the test was based on the differentiation in the amount of work done for the individual himself and the amount done for the class. In this test there were naturally wide individual differences.

The theory in which Hartshorne and May worked was to set up a situation in which a child would be stimulated in a natural way and then introduce a more or less artificial resistance, the object being to find out whether or not the child could inhibit the tendency toward the natural response. Castor oil, unrefined cod liver oil, and argyrol were used unsuccessfully. In another situation they used odors. They tried tickling the back of the neck with a feather, and showing a book of funny pictures which the subject was supposed to look through without smiling.

Among the group tests that were used was one called the story inhibition test. A very interesting story was read up to the point of suspense, where it stopped short. At this point the pages were pasted together. In one case the child had the alternative of tearing the pages open and finishing the story or going back and counting the number of letters in each line, thereby earning a score.

Another test measured the inhibition of the tendency to manipulate small objects. Small safes were selected with combination locks. One of

these was placed on each child's desk, with the dial set at a certain point. The children were told that in a few moments there would be a contest to see who could open the safe first. Meanwhile, no one should touch his safe, because by doing so he would gain an unfair advantage over his classmates. The testers wasted time, in order to leave the safes on the desks for thirty minutes before beginning the contest. The temptation proved too strong for many children. In some instances, they not only touched the box but wrecked it.

With respect to persistence, the authors had two series of tests, one for the individuals and one for the group. The plan was to set up a situation involving a task and note the length of time a child would stick with it. One task was that of solving magic squares, another, that of solving a very difficult mechanical puzzle.

To summarize the conduct tests, Hartshorne and May took twenty-five samples of situations involving deception or dishonesty, five samples of situations involving service, four samples of situations involving inhibitions and five samples of situations involving persistence. Add to this sampling of conduct some five hundred samples of imaginary situations in which the children are required to make some kind of intellectual decision, and some three hundred fifty imaginary situations in which the children are required to make, rather express a preference or desire, and you have a fairly good picture of the scope of the test the Character Education Inquiry which has been brought to the point of actual use.

Hartshorne and May began with six fundamental criteria of character;

(1) the child's reputation among his teachers, classmates, and leaders;

(2) the extent to which he worked happily, intelligently, and successfully or usefully in school, at home, and in his community; (3) pen portraits of the character of one hundred children based on all available data, arranged, by sixty-three judges, according to the desirability described; (4) a complete schedule of how children spent their entire time during two typical weeks; (5) the life histories of fifty boys secured by a social worker; (6) a general integration of character organization score, worked out from the test data. Items four and five were not used, but they checked their test results against the remaining four criteria. The results were satisfying.

The conclusion reached as a result of their attempt to construct satisfying character tests is that character certainly cannot be measured adequately by any single or simple test that can be administered in one hour and scored in ten minutes by a competent clerk. Furthermore, no algebraic summation or average of any set of test scores, no matter how extended or how elaborate, will give a true index to character. On the other hand, if a large number of samples of conduct, knowledge, attitude, intelligence, background, and social adjustment are taken, and if the general algebraic levels for each individual is determined, and at the same time, if the variability of each individual's scores around his own mean is computed, a combination of these two values will indeed yield an index or score to character.

Outstanding results of the studies involving 11,000 children ranging in age from 8 to 16 years and drawn from a national sample that were subjected to parts and in some cases to nearly all parts of the tests of the

Committee were:

1. The Relation of Deceit to Age. Older children in any group are slightly more deceptive than younger pupils. They vary with group tested and test situation.
2. Sex Differences. Sex seems to make no difference.
3. Relation of Deception to Intelligence. Honesty is related to intelligence. Pupils of higher intelligence deceive less than ones of lower level.
4. Emotional Instability. Pupils who show symptoms of emotional instability or maladjustment are more likely to deceive, measure by standard test, than those with few.
5. Physical Condition. This is unassociated with deceit.
6. Socio-economic Background. Deceit is definitely associated with economic level of the home.
7. Cultural Background. Children who have better manners and better acquainted with music, art, and those whose parents treat them decently are less deceptive than others who do not show such refinements.
8. Other Home Conditions. Deceit is associated with the factors of parental discord, bad discipline, and unsocial attitude toward children.
9. Nationality of Parents. Children born in North America or Europe are less deceptive in classroom cheating situations than children born in South America and colored more than white.
10. Religious Affiliations. No general difference.

11. Kinship. Deception runs in families.
12. Grade. No grade differences. Steady increase from grade 6 to grade 8. Grade 5 is the most deceptive.
13. Grade Retardation. Over-age children for their grade cheat more than those under average for their grade.
14. School Achievement. Pupils who get higher marks cheat slightly less than those who get low marks.
15. Deportment. Deportment marks vary with school and teacher; on a whole high deportment is associated with less cheating.
16. Movie Attendance. More movie attendance tends to make pupils cheat more than ones who attend occasionally.
17. Teacher Influence. A spirit of good will and cooperation produce less cheating.
18. Progressive Method and Morale. Progressive school children cheat less than the conventional school children.
19. Sunday-School Enrollment and Attendance. There is no relation between Sunday-School attendance and deception.
20. Membership in Organizations Purporting to Teach Honesty. Children who belong to character building organizations cheat as much as non-members. In one organization length of membership and rank achieved were correlated with deceptiveness.
21. Deceit is not a Unified Trait. Neither deceit nor its opposite "honesty" are unified character traits, but specific functions of life situations.

Most children will deceive in certain situations and in others they will

not. The most common motive for cheating in classroom exercises is the desire to do well. No one is dishonest or honest by "nature." Whenever conflicts arise between a child and his environment, deception is a natural mode of adjustment. If these indirect ways of gaining his ends are successful, the pupil will continue unless definitely trained to undertake honest methods. The main attention of educators should not be placed on the technique for teaching honesty or any other trait, but the reconstruction of school practice in such a way as to provide consistent and regular opportunities for successful use by both teachers and pupils, such forms of conduct that will make for the common good.

W. Ryland Boorman¹ made a study of twenty Hi-Y boys in 1930 to determine the factors responsible for the unique contribution which the Hi-Y club makes to the enrichment of personality of its members. Operating on the hypotheses (1) that during adolescence every normal boy wants to appear big and manly, and acquire status for himself; (2) that the adolescent boy is not always the same person at all times and places. He is temperamental, his personality fluctuates under changing environmental conditions; (3) the role which he plays in one situation may determine his status in quite a few other connections; and (4) boys describe themselves in conversations with other boys as they want to appear but seldom talk about their inward feelings, however, boys who talk least break through their secretiveness at times in composing their letters and life histories.

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W. Ryland Boorman, Character Education (New York, 1932).

Boorman employed the method of extended correspondence in studying the personality of the twenty boys included in this study. He selected the twenty out of a group of one hundred who carried on correspondence with him for a period of two years. These boys were selected on the basis of two criteria: (1) their self-revelations seemed the most suggestive, and (2) because they represented the widest variety among the different types of boys.

Boorman concluded that these testimonies from the boys as to the way in which this silent form of confession lays bare the deepest personal aspects of boy life prove the value of the method convincingly. This newly found power to unboom, makes the boy feel that he is being egotistical in relating certain intimate things for the first time.

The foremost merit of this method is the fact that it does get at the point of view of the boy. It uncovers what he is thinking with all of its accompaniments of personal bias, inaccuracies and immaturity. These peculiarities make him what he is, however, and explain his actions and constitute the point of departure for the right treatment of his case.

A second merit of this method is the fact that its revelations are not unrelated fragments, but come to us "framed" in the total setting formed by the sum of the boy's environment. The letters from the boys are peculiarly significant because in them this total social setting is preserved in tact.

A third value of great importance is the insight which it affords into the process by which changes are taking place in the reactions and attitudes of a boy, and the knowledge thus obtained of what produces or brings about such changes.

A fourth merit springs from the fact that if situations are not described at the time they occur, they can seldom be recalled later or accurately.

Finally, the prime merit of this method is the copious and accurate information it yields concerning the more intimate life situation with which high school boys in general have to deal, something that even the most careful observation and analysis cannot do half as well. With this abundant and accurate information, parents, teachers and boys workers should get much better results in character education and personality development.

R. L. Hill¹ made an experimental study of the effects of staff stimulation to participate in extra-curricular activities on the Scholastic Achievement, Character, and Social Adjustment of College Students at the University of Wisconsin between 1940 and 1942.

The problem stemmed out of the disagreement between students and their mentors as to the value of extra-curricular activities in producing character and social adjustment. The faculty and administration disagreed.

The research project grew out of an effort to define the role and function of the Division of Social Education, which was established to provide recreational service to the students, and to define the role and activities.

The method used is rarely used by social scientists but it is in common use by biological scientists. It is the experimental method. The

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R. L. Hill, "An Experimental Study of Personality, Character, and Social Adjustment," The American Sociological Review, IX (October, 1944), 485-96.

use of a controlled group homogenous with all respect to the experimental group on all factors which might interfere with the accurate observation of the interplay of the experimental variables. The main steps in the experimental procedure were:

1. Careful definition of the universe.
2. Selection of a control group and experimental group with respect to all factors which would affect scholastic adjustment.
3. Administration of Social and Personal adjustment inventories.
4. From inventory findings the group was able to ascertain the extent of maladjustment at the beginning of the experiment.
5. Application of the stimulus to participate in activities to the members of the experimental group through special counseling of this group, ignoring the purposes of the experimental members of the control group.
6. Readministration of the adjustment inventories to survivors in both groups at the close of the experiment.
7. Tabulation of grade point averages and other measures of scholastic achievement of survivors of both groups at the end of the experiment.
8. Noting of significant differences between the two groups on depending variables and drawing of conclusions.
9. Revision of the main hypothesis to conform with the findings of the experiment.

The hypothesis set up to be tested was that results in improved character development and social adjustment of college students.

The materials involved in making the study were:

1. Two pencils and paper tests were given at the beginning and end of the experiment.
 - a. J. P. Guilford - Inventory S.T. D.C.D.
 - b. J. J. Washburne's - Wellburne's Social Adjustment Inventory.
2. Other materials
 - a. Mortor Board Members
 - b. Personnel Interviews
 - c. Referrals
 - d. Systematic use of influence acquiring position on the campus.

The outcomes of the study were:

1. The two groups showed a remarkable stability with respect to survival. There were 266 in each group at the beginning and at the close there were 86 in the experimental group and 85 in the control group.
2. Although the difference was not striking a higher proportion of the experimental group were active and its members participated in more activities per person.
3. Both groups improved in social adjustment during the experimental period. The experimental group showed the greatest improvement according to Guilford's S.T.D. C.D. Inventory.
4. The experimental group did not make a satisfactory showing in social introversion. The results of the Washburne Inventory shows superiority but not quite as convincing evidence of the superior social adjustment of the experimental group.

5. Both groups improved in social adjustment and scholastic achievements during the experiment by virtue of dropouts with inferior grades. When the survivors alone are considered the experimental group improved slightly but not significantly more than the control group.

The conclusion drawn was that the effects of extra-curricular activities upon scholastic achievement are not harmful as far as averages go. Staff stimulation to participation has little effect on character and social adjustment; however, when such is improved so is the scholastic achievement improved.

S. L. Pressey and F. P. Robinson¹ in their book entitled Psychology and the New Education stated their point of view regarding the nature of character development as follows:

A study of the factors influencing the development of character show that a sick or handicapped child is more likely to be irritable, frustrated, and unable to compete by fair means than a normal sibling. The study also show that the home greatly influences the development of character, that there should be a moral relationship between parents and children, that standards of conduct are determined, more than anything else, by the group.

It is obvious that good homes, good health, good ability, are important factors in character development. Conflicts between groups as to standards should be avoided as far as possible. And another point never to be forgotten is the importance of the influence of the social group which one is a member.

Finally, each person's conduct and character are a product not only of influences somewhat general and overt but also of feelings and compulsions often hidden and manifest in strange ways, as illustrated by twins living in the same situation who at the age of

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S. L. Pressey and F. P. Robinson, Psychology and the New Education (New York, 1944), pp. 294-97.

six one was notoriously bad while the other was a well behaved model child. Characterological inconsistencies are not confined to children. College students show analogous anomalies of behavior. They may cheat in one class but not in another, or in each instance being a product of a complex background of habits, attitudes, and elements in the social situation.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introductory Statement.— This chapter is devoted to a brief description of the subjects and the presentation and interpretation of data derived from the testing program.

Description of Subjects.— Fifty Negro adolescent girls, all of them residents of Atlanta, Georgia and students at the David T. Howard High School, comprised the subjects for this study. These subjects were divided into two distinct groups; each group consisting of twenty-five girls. One group was composed of girls who were at the time this study was made, members of the Young Women's Christian Association and enrolled in that phase of the Association's program known as the Y-Teen Program; all of these girls had been members of the Y-Teen Program for at least one year. The other group was composed of twenty-five girls selected from the same age and grade groups as the Y-Teen Group; they were selected on the basis of not being members of the Young Women's Christian Association or any other of the generally recognized character building organizations and having not at any time been members of such organizations. This group was designated as the Non-Y-Teen Group. All of the girls in both groups came from the ninth through twelfth grades. Data regarding the factors of age and grade for the girls composing these two groups are shown in tables 1, 2, and 3.

TABLE I
 FREQUENCY DISTRIBUTION OF AGES OF TWENTY-FIVE Y-TEENS
 AND TWENTY-FIVE NON-Y-TEENS

SCORES	FREQUENCY	
	Non-Y-Teens	Y-Teens
220-224	0	1
215-219	3	0
210-214	0	0
205-209	0	3
200-204	7	4
195-199	1	4
190-194	5	4
185-189	6	4
180-184	2	3
175-179	0	1
170-174	1	0
165-169	0	0
160-164	0	1

TABLE 2

STATISTICAL DATA CONCERNING AGES OF TWENTY-FIVE Y-TEENS
AND TWENTY-FIVE NON-Y-TEENS

STATISTICAL MEASURES	NON-Y-TEENS	Y-TEENS
Mean	195.20	193.60
Median	193.00	193.88
S. D.	11.55	11.90
σ M's	2.36	2.43
Difference		
M ₁ and M ₂		1.60
σ Md*		3.37
t		.47

*Standard error of difference of means.

The median age for the Y-Teens was 193.88 months, while the median age for the Non-Y-Teens was 193.00 months. The mean age for the Y-Teens was 195.20 months with a standard deviation of 11.90; the mean age for the Non-Y-Teens was 193.60 months with a standard deviation of 11.55. The difference between the mean ages was 1.60 months. Fisher's t was .47, which was not significant at the 5 per cent level of confidence, since with 48 degrees of freedom, t must be at least 2.010 in order to be significant at the 5 per cent level of confidence. Therefore, the two groups were equal in age.

TABLE 3
DISTRIBUTION OF TWENTY FIVE Y-TEENS AND TWENTY-FIVE
NON-Y-TEENS BY GRADES

GRADE	NUMBER	
	Non-Y-Teens	Y-Teens
9	3	3
10	12	12
11	8	8
12	2	2

The subjects were drawn from the ninth, tenth, eleventh, and twelfth grades, with an equal number of Y-Teens and Non-Y-Teens from each grade. There were 3, 12, 8, and 2 Y-Teens from the ninth, tenth, eleventh, and twelfth grades respectively, and a similar number of Non-Y-Teens from these grades. Hence, it can be stated that the two groups were equal with respect to the factors of grade classification.

Intelligence of the Y-Teens and Non-Y-Teens.--- The data derived from the administration of the Otis Quick-Scoring Test of Mental Ability on the intelligence of the subjects are found in tables 4 and 5. According to these results the Y-Teens were not superior to the Non-Y-Teens in intelligence.

The raw scores for Y-Teens ranged from 13 to 78 and the Intelligence Quotients ranged from 83 to 138. The mean raw score was 31.00; the mean Intelligence Quotient was 91, which placed the Y-Teens in the normal intelligence group.

TABLE 4

FREQUENCY DISTRIBUTION OF RAW SCORES OBTAINED BY TWENTY-FIVE Y-TEENS AND TWENTY-FIVE NON-Y-TEENS ON THE OTIS QUICK-SCORING MENTAL ABILITY TEST

SCORES	FREQUENCY	
	Non-Y-Teens	Y-Teens
75-79		1
70-74		0
65-69	2	0
60-64	1	0
55-59	0	0
50-54	1	0
45-49	1	2
40-44	1	1
35-39	0	2
30-34	2	8
25-29	5	2
20-24	3	4
15-19	7	4
10-14	1	4
5-9	1	

TABLE 5

STATISTICAL DATA DERIVED FROM THE RAW SCORES OBTAINED BY TWENTY-FIVE Y-TEENS AND TWENTY-FIVE NON-Y-TEENS ON THE OTIS QUICK SCORING MENTAL ABILITY TEST, GAMMA FORM C

STATISTICAL MEASURES	NON-Y-TEENS	Y-TEENS
Range	60.00	65.00
Mean	29.60	31.0
Median	25.00	30.44
Standard Deviation	16.70	14.60
σ M's	2.98	3.41
Difference		
M ₁ and M ₂		1.40
σ Md		4.53
t		.31

The Non-Y-Teens made raw scores ranging from 8 to 68, and Intelligence Quotients ranging from 78 to 138. The mean raw score was 29.60; the mean Intelligence Quotient was 90, which placed the Non-Y-Teens in the normal intelligence group.

The difference between the mean raw scores for the two groups was 1.40. Fisher's t was .31, which was not significant at the 5 per cent level of confidence, since with 48 degrees of freedom, t must be at least 2.010 in order to be significant at the 5 per cent level of confidence. Hence, there was no statistically significant difference in intelligence between

the two groups.

The standard deviation of the raw scores made by the Y-Teens was 14.60, while the standard deviation of the raw scores made by the Non-Y-Teens was 16.70. In both cases the large standard deviation indicated heterogeneity, that is, the scores were widely dispersed.

Interests of the Y-Teens and Non-Y-Teens.— The data derived from the administration of the Garretson and Symonds Interest Questionnaire for High School Students are found in tables 6 and 7.

On the commercial aspect of the Garretson and Symonds Interest Questionnaire for High School Students, the Y-Teens had a mean raw score of 26.80, while the Non-Y-Teens had a mean raw score of 20.40. The difference between the means was 6.40 in favor of the Y-Teens. The standard deviation for the Y-Teens was 15.0, while the standard deviation for the Non-Y-Teens was 12.80. In both cases the large standard deviation indicated that both groups were heterogeneous, that is, the scores were widely dispersed. Fisher's t was 1.51, which was not significant at the 5 per cent level of confidence, since with 48 degrees of freedom in order to be significant t must be at least 2.010 at the 5 per cent level of confidence.

On the academic aspect of the Interest Questionnaire, the Y-Teens had a mean raw score of 7.60; the Non-Y-Teens had a mean raw score of -1.00. The difference between the means was 8.60. The standard deviation for the Y-Teens was 13.35, while the standard deviation for the Non-Y-Teens was 13.75. In both cases the large standard deviations indicated that both groups were heterogeneous, that is, the scores were widely dispersed.

TABLE 6

FREQUENCY DISTRIBUTION OF RAW SCORES OBTAINED BY TWENTY-FIVE
Y-TEENS AND TWENTY-FIVE NON-Y-TEENS ON THE GARRETSON
AND SYMONDS INTEREST QUESTIONNAIRE FOR HIGH
SCHOOL STUDENTS, BY PARTS

SCORES	FREQUENCY					
	Academic		Commercial		Technical	
	N. Y. T.	Y. T.	N. Y. T.	Y. T.	N. Y. T.	Y. T.
60-64				1		
55-59				1		1
50-54			1	1		1
45-49			0	1		3
40-44			1	0		4
35-39		2	1	1		2
30-34		0	2	3		4
25-29		1	5	7	1	0
20-24	1	1	2	1	0	5
15-19	1	1	4	4	1	3
10-14	2	6	5	2	0	2
5-9	6	2	2	2	0	
0-4	6	6	0	1	1	
-5-1	2	4	2		2	
-10-6	1	0			4	
-15-11	3	0			2	
-20-16	0	2			5	
-25-21	1				4	
-30-26	1				2	
-35-31	0				0	
-40-36	1				2	
-45-41					0	
-50-46					1	
Total	25	25	25	25	25	25

Fisher's t was 1.68, which was not significant at the 5 per cent level of confidence. Both groups were lowest in academic interest.

The mean raw score for the Y-Teens on technical interest was 22.80; while the mean raw score for the Non-Y-Teens was 20.80. The difference between the means was 2.00. The standard deviation for the Y-Teens was 12.85 compared with a standard deviation for the Non-Y-Teens of 15.95. The large standard deviations for both groups indicated that both groups were heterogeneous. Fisher's t was .48, which was not significant.

Personality of the Y-Teens and the Non-Y-Teens.--- The data derived from the administration of the California Test of Personality, Intermediate Form A on the personality of the subjects are found in tables 8 and 9.

On the Self Adjustment aspect of the California Test of Personality the Y-Teens had a mean score of 63.80; the Non-Y-Teens had a mean score of 59.80. The difference between the means was 4.00; Fisher's t was .78, which was not significant at the 5 per cent level of confidence. On the Component of Self Reliance, the Y-Teens had a mean score of 9.40; the Non-Y-Teens had a mean score of 10.80. The difference between the two means was 1.40 in favor of the Non-Y-Teens. Fisher's t was 2.22, which was significant at the 5 per cent level of confidence. This was the only component of Self Adjustment in which there was a significant difference. The standard deviation for the Y-Teens on Self Adjustment was 14.20 and for the Non-Y-Teens 20.85, which indicated that both groups were heterogeneous.

On the Social Adjustment aspect of the California Test of Personality, the Y-Teens had a mean score of 69.84; the Non-Y-Teens had a mean score of 67.20. The difference between the two means was 2.64. Fisher's t was 1.14,

TABLE 7

STATISTICAL DATA DERIVED FROM THE SCORES OBTAINED BY TWENTY-FIVE
Y-TEENS AND TWENTY-FIVE NON-Y-TEENS ON THE GARRETSON AND
SYMONDS HIGH SCHOOL INTEREST QUESTIONNAIRE

SUB TEST	MEAN		S. D.		S. E. M.		DIFFERENCE		
	N.Y.T.	Y. T.	N.Y.T.	Y.T.	N.Y.T.	Y. T.	M and M 1 2	S.E. Mean Difference	t
Commercial	20.40	26.80	12.80	15.0	2.51	3.06	6.40	4.24	1.51
Technical	20.80	22.80	12.80	12.85	3.26	2.62	2.00	4.18	.48
Academic	-1.00	7.60	13.75	13.35	2.81	2.73	8.60	3.92	1.68

TABLE 8

STATISTICAL DATA DERIVED FROM THE SCORES OBTAINED BY TWENTY-FIVE Y-TEENS AND TWENTY-FIVE NON-Y-TEENS ON THE CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE FORM A

TYPE OF ADJUSTMENT	MEAN		STANDARD DEVIATION		S. E. OF MEANS		DIFFERENCES			
	N.Y.T.	Y.T.	N.Y.T.	Y.T.	N.Y.T.	Y.T.	M & M		MEAN DIFF.	t
							1	2		
Self Adjustment	59.80	63.80	20.85	14.20	4.26	2.90	4.00	5.15	.78	
Self Reliance	10.80	2.26	2.26	2.12	.46	.43	1.40	.63	2.22*	
Sense of Personal Worth	11.56	11.72	2.42	2.84	.49	.57	.16	.75	.21	
Sense of Personal Freedom	11.28	10.44	2.89	3.07	.58	.63	.84	.86	.98	
Feeling of Belonging	13.16	13.68	3.04	1.86	.62	.38	.52	.73	.71	
Freedom from With- drawing Tendencies	9.44	9.16	4.00	3.11	.80	.63	.28	1.02	.28	
Freedom from Nervous Symptoms	12.16	11.35	3.62	2.22	.74	.47	.80	.88	.91	
Social Adjustment	67.20	69.84	6.55	9.30	1.34	1.90	2.64	2.32	1.14	
Social Standards	12.68	11.92	2.49	1.35	.51	.26	.66	.58	1.33	
Social Skills	11.72	11.56	2.25	1.79	.46	.37	.16	.59	.27	
Anti-Social Tend- encies	11.12	10.64	3.53	3.22	.72	.66	.48	.97	.82	
Family Relations	10.28	11.40	4.96	3.33	1.01	.66	1.12	1.21	.92	
School Relations	9.84	10.64	3.92	2.66	.80	.54	.80	.97	.82	
Community Relations	12.52	10.72	1.87	3.26	.38	.66	1.80	.75	2.40*	
Total Adjustment	135.60	138.40	18.15	17.05	3.70	3.52	2.80	5.11	.58	

* Significant at the 5 per cent level of confidence.

which was not significant at the 5 per cent level of confidence. On the Community Relations component of Social Adjustment, the Y-Teens had a mean score of 10.72; the Non-Y-Teens had a mean score of 12.52. The difference between the two means was 1.80; Fisher's t was 2.40, which was significant at the 5 per cent level of confidence. Community Relations was the only component of the Social Adjustment aspect of the California Test of Personality in which there was a significant difference at the 5 per cent level of confidence. Community Relations was the only component of the Social Adjustment aspect of the California Test of Personality in which there was a significant difference between the two groups.

The standard deviation on Social Adjustment for the Y-Teens was 9.30 compared with 6.55 for the Non-Y-Teens. These large deviations indicated that both groups are heterogeneous, however the Y-Teens are more heterogeneous than the Non-Y-Teens.

The mean raw score on Total Adjustment for the Y-Teens was 138.40, while the mean for the Non-Y-Teens was 135.60. The standard deviation for the Y-Teens was 18.15 as compared with 17.05 for the Non-Y-Teens. These standard deviations indicated that both groups are heterogeneous. The difference between the means was 2.80. Fisher's t was .58, which was not significant at the 5 per cent level of confidence.

An analysis of the data in table 9 reveals that the Y-Teens were surpassed in Self Adjustment, Social Adjustment, and Total Adjustment by 75, 60, and 60 per cent respectively, of the pupils on whom the percentile norms of this test are based. The Non-Y-Teens were surpassed in Self Adjustment, and Total Adjustment by 80, 70, and 60 per cent respectively,

TABLE 9

STATISTICAL DATA DERIVED FROM THE SCORES OBTAINED BY TWENTY-FIVE Y-TEENS AND TWENTY FIVE NON-Y-TEENS ON THE CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE-FORM A

TYPE OF ADJUSTMENT	MEAN		PERCENTILE RANK	
	N.Y.T.	Y. T.	Non Y-Teens	Y. Teens
Self Adjustment	59.80	63.80	20	25
Self Reliance	10.80	9.40	65	25
Sense of Personal Worth	11.56	11.72	50	50
Sense of Personal Freedom	11.28	10.44	25	25
Freedom From Withdrawing Tendencies	9.44	9.16	30	20
Feeling of Belonging	13.16	13.68	45	65
Freedom From Nervous Symptoms	12.16	11.35	50	50
Social Adjustment	67.20	69.84	30	40
Social Standards--	12.68	11.92	45	30
Social Skills	11.72	11.56	65	65
Anti-Social Tendencies	11.12	10.64	40	40
Family Relations	10.28	11.40	20	30
School Relations	9.84	10.64	40	50
Community Relations	12.52	10.72	60	35
Total Adjustment	135.60	138.40	35	40

of the pupils on whom the percentile norms of this test are based.

The Y-Teens were below the 50 percentile on 8 out of the 12 components of the test. These components were Self Reliance, Sense of Personal Freedom, Freedom from Withdrawing Tendencies, Social Standards, Freedom from Anti-Social Tendencies, Family Relations, Community Relations, and Freedom from Nervous Symptoms. The Non-Y-Teens were below the 50 percentile on 7 out of 12 components of the test. These components were Sense of Personal Freedom, Feeling of Belonging, Freedom from Withdrawing Tendencies, Freedom from Nervous Symptoms, Social Standards, Freedom from Anti-Social Tendencies, and Family Relations.

The Values of the Y-Teens and the Non-Y-Teens.--- The data derived from the administration of the Allport and Vernon Study of Values on the values or "dominant interests in personality" of the subjects are found in tables 10 and 11.

On the Allport and Vernon Study of Values, the Y-Teens had a mean score on the Theoretical aspect of 28.98; the Non-Y-Teens had a mean score of 26.90. The difference between the two means was 2.78; Fisher's t was 2.00, which was not significant at the 5 per cent level of confidence.

On the Economic aspect, the Y-Teens had a mean score of 27.59; the Non-Y-Teens had a mean score of 27.86. The difference between the means was .27. Fisher's t was .18, which was not significant at the 5 per cent level of confidence.

On the Aesthetic aspect, the Y-Teens had a mean score of 27.11; the Non-Y-Teens had a mean score of 25.06. The difference between the two means was 2.05. Fisher's t was .82, which was not significant at the 5

TABLE 10

STATISTICAL DATA DERIVED FROM THE SCORES OBTAINED BY
 TWENTY-FIVE Y-TEENS AND TWENTY-FIVE NON-Y-TEENS
 ON THE ALLPORT AND VERNON STUDY OF VALUES

TYPE OF VALUES	MEAN		STANDARD DEVIATION		STANDARD ERROR OF MEANS		DIFFERENCES		
	N. Y. T.	Y. T.	N.Y.T.	Y.T.	N.Y.T.	Y. T.	M & M 1 2	md	t
Theoretical	26.90	28.98	4.20	4.56	4.56	1.11	2.78	1.39	2.00
Economic	27.86	27.59	5.44	3.87	1.11	.97	.27	1.47	.18
Aesthetic	25.06	27.11	6.42	3.54	1.33	.89	2.05	2.50	.82
Social	30.40	29.32	4.38	4.16	.89	1.04	1.08	1.37	.80
Political	31.54	31.18	5.32	4.08	1.09	.12	.36	1.10	.33
Religious	34.98	33.53	5.94	3.76	1.21	.94	1.45	1.46	.99

per cent level of confidence.

On the Social aspect, the Y-Teens had a score of 29.32; the Non-Y-Teens had a mean score of 30.40. The difference between the two means was 1.08. Fisher's t was .80, which was not significant at the 5 per cent level of confidence.

On the Political aspect, the Y-Teens had a mean score of 31.18; the Non-Y-Teens had a mean score of 31.54. The difference between the two means was .36. Fisher's t was .33, which was not significant at the 5 per cent level of confidence.

On the Religious aspect, the Y-Teens had a mean score of 33.53; the mean score for the Non-Y-Teens was 34.98. The difference between the two means was 1.45. Fisher's t was .99, which was not significant at the 5 per cent level of confidence.

The Y-Teens were below the 50 percentile in only one of the six areas of values or interests, namely, aesthetic values. They were highest in religious values--the 70 percentile. The Non-Y-Teens were below the 50 percentile in two of the six areas of values or interests, namely, aesthetic and theoretical. The Non-Y-Teens were also highest in religious values--the 70 percentile.

TABLE 11

STATISTICAL DATA DERIVED FROM THE SCORES OBTAINED BY
 TWENTY-FIVE Y-TEENS AND TWENTY-FIVE NON-Y-TEENS
 ON THE ALLPORT AND VERNON STUDY OF VALUES

TYPE OF VALUES	MEAN		PERCENTILE RANK	
	Non-Y-Teens	Y-Teens	Non-Y-Teens	Y-Teens
Theoretical	26.90	28.98	40	50
Economic	27.86	27.59	50	50
Aesthetic	25.06	27.11	30	40
Political	31.54	31.18	60	60
Social	30.40	29.32	60	50
Religious	34.98	33.53	70	70

CHAPTER III

SUMMARY AND CONCLUSIONS

Introductory Statement.-- The problem involved in this study was to determine the significance of differences, if any, in the intelligence, interests, personality, and values of twenty-five Y-Teens and twenty-five Non-Y-Teens of David T. Howard High School, Atlanta, Georgia, 1950-1951, as measured by (1) Otis Quick-Scoring Mental Ability Test; (2) Garretson and Symonds Interest Questionnaire for High School Students; (3) California Test of Personality; and, (4) Allport and Vernon Study of Values.

In this study operational definitions, which are behavioristic approach to knowledge arguing that the meaning of any term is equivalent to the operations or performances it calls forth, have been used in defining all of the variables being tested. Hence, intelligence has been defined as being that which a particular intelligence test tests; interests are what a particular interest questionnaire measures; personality is what a particular personality inventory measures; and values are what a particular value scale measures. A Y-Teen as used in this study is a girl between the ages of thirteen and eighteen years who is a member of the Young Women's Christian Association and who is enrolled in the organized program of the Association called the Y-Teens. A Non-Y-Teen is a girl between the ages of thirteen and eighteen years, who is not a member of the Young Women's Christian Association and who is not enrolled in any of its programs and who is not or has not at any time been a member of any of the generally recognized character building agencies such as Campfire Girls and Girl Scouts.

The purpose of this study was to answer the following question:

1. What is the significance of the differences, if any, in intelligence of twenty-five Y-Teens and twenty-five Non-Y-Teens?
2. What is the significance of the differences, if any, in interest of twenty-five Y-Teens and twenty-five Non-Y-Teens?
3. What is the significance of the differences, if any, in personality of twenty-five Y-Teens and twenty-five Non-Y-Teens?
4. What is the significance of the differences, if any, in the values of twenty-five Y-Teens and twenty-five Non-Y-Teens?

The problem of this study was limited primarily by five factors: (1) Only four variables were studied and each variable was considered and treated as distinct from the others; (2) only twenty-five cases were included in each group; (3) the subjects were drawn from one school for the year 1950-1951; (4) the socio-economic factor was not controlled; (5) no consideration was given to varying length of time of membership of Y-Teens in the Young Women's Christian Association beyond one year.

The Normative-Survey method of research was used, employing the special techniques of testing and statistics. The subjects used in this study were drawn from grades nine through twelve of the David T. Howard High School, Atlanta, Georgia, for the school year 1950-1951. The following steps characterize the procedure used in making this study:

1. A request was made to the Superintendent of the Atlanta Public Schools for permission to carry on the study at the David T. Howard High School. This request was granted.
2. The cooperation of the Principal of the school and the teachers in

charge of classes in which Y-Teen members were enrolled during the third and fourth periods of each day was sought and secured.

3. Twenty-five girls were selected from grades nine through twelve on the basis of having been members of the Y-Teen program for one year or more. The same number of Non-Y-Teens as Y-Teens was selected by the random sample method from each class.

4. All tests were administered and scored in accordance with the directions given in the test manuals.

5. The data were tabulated, treated statistically and presented in appropriate form. The following statistical measures were computed: the mean, standard deviation, standard error of the mean, difference between the means, standard error of difference of means, and Fisher's *t*. The 5 per cent level of confidence was chosen as the basis for testing the reliability of the difference.

The following data are descriptive of the twenty-five Y-Teens and twenty-five Non-Y-Teens who constituted the subjects included in this study:

1. The subjects were drawn from the 9th, 10th, 11th, and 12th grades, with an equal number of Y-Teens and Non-Y-Teens from each grade. There were 3, 12, 8, and 2 Y-Teens and Non-Y-Teens from the 9th, 10th, 11th, and 12th grades respectively. The two groups were equal in grade classification.

2. The median age for the Y-Teens was 193.88 months; the median age for the Non-Y-Teens was 193.00 months. The mean age for the Y-Teens was 195.20 months with a standard deviation of 11.90; the mean age for the Non-Y-Teens was 193.60 months with a standard deviation of 11.55. The

differences between the mean ages was 1.50 months; Fisher's t was .47. With 48 degrees of freedom, a t ratio of .47 is not significant at the 5 per cent level of confidence. Therefore the two groups were equal in age.

Summary of Findings.— The findings from statistical data derived from the testing program of the twenty-five Y-Teens and twenty-five Non-Y-Teens have been summarized in terms of each of the four variables studied.

1. Intelligence: Findings regarding the intelligence of the two groups may be summarized as follows:

On the Otis Quick-Scoring Mental Ability Test, the raw scores for the Y-Teens ranged from 13 to 78 and the Intelligence Quotients ranged from 83 to 139. The mean raw score was 31.00; the mean Intelligence Quotient was 91.

The Non-Y-Teens, on the Otis Quick-Scoring Mental Ability Test, made raw scores ranging from 8 to 68, and Intelligence Quotients ranging from 78 to 138. The mean raw score was 29.60; the mean Intelligence Quotient was 90.

The difference between the mean raw scores for the two groups was 1.40; Fisher's t was .31, which was not significant at the 5 per cent level of confidence.

2. Interests: Findings regarding interests of the two groups may be summarized as follows:

On the commercial aspects of the Garretson and Symonds High School Interest Questionnaire, the Y-Teens had a mean score of 26.80 and the Non-Y-Teens had a mean score of 20.40, a difference of 6.40. Fisher's t was 1.51 which was not significant at the 5 per cent level of confidence.

On the Technical aspect of the Questionnaire, the Y-Teens had a mean score of 22.80; the Non-Y-Teens had a mean score of 20.80. The difference between the two means was 2.00; Fisher's t was .48, which was not significant at the 5 per cent level of confidence.

On the Academic aspect of the Questionnaire, the Y-Teens had a mean score of 7.60; the Non-Y-Teens had a mean score of -1.00. The difference between the means was 8.60; Fisher's t was 1.68, which was not significant at the 5 per cent level of confidence.

3. Personality: Findings regarding personality of the two groups may be summarized as follows:

On the Self Adjustment aspect of the California Test of Personality the Y-Teens had a mean score of 63.80; the Non-Y-Teens had a mean score of 59.80. The difference between the means was 4.00; Fisher's t was .78, which was not significant at the 5 per cent level of confidence. On the Component of Self Reliance, the Y-Teens had a mean score of 9.40; the Non-Y-Teens had a mean score of 10.80. The difference between the two means was 1.40 in favor of the Non-Y-Teens. Fisher's t was 2.22, which was significant at the 5 per cent level of confidence. This was the only component of Self Adjustment in which there was a significant difference.

On the Social Adjustment aspect of the California Test of Personality, the Y-Teens had a mean score of 69.84; the Non-Y-Teens had a mean score of 67.20. The difference between the two means was 2.64; Fisher's t was 1.14, which was not significant at the 5 per cent level of confidence. On the Community Relations component of Social Adjustment, the Y-Teens had a mean score of 10.72; the Non-Y-Teens had a mean score of 12.52. The difference between the two means was 1.80; Fisher's t was 2.40, which was significant at the 5 per cent level of confidence. Community Relations was the only component of the Social Adjustment aspect of the California Test of Personality in which there was a significant difference between the two groups.

Values.-- Findings regarding values of the two groups may be summarized as follows:

On the Allport Vernon Study of Values, the Y-Teens had a mean score on the Theoretical aspect of 28.98; the Non-Y-Teens had a mean score of 26.90. The difference between the two means was 2.78; Fisher's t was 2.00, which was not significant at the 5 per cent level of confidence.

On the Economic aspect, the Y-Teens had a mean score of 27.59; the Non-Y-Teens had a mean score of 27.86. The difference between the means was .27. Fisher's t was .18, which was not significant at the 5 per cent level of confidence.

On the Aesthetic aspect, the Y-Teens had a mean score of 27.11; the Non-Y-Teens had a mean score of 25.06. The difference between the two means was 2.05. Fisher's t was .82, which was not significant at the 5 per cent level of confidence.

On the Political aspect, the Y-Teens had a mean score of 31.18; The Non-Y-Teens had a mean score of 31.54. The difference between the two means was .36. Fisher's t was .33, which was not significant at the 5 per cent level of confidence.

On the Religious aspect, the Y-Teens had a mean score of 33.53; the mean score of the Non-Y-Teens was 34.98. The differences between the two means was 1.45. Fisher's t was .99, which was not significant at the 5 per cent level of confidence.

Conclusions.--- On the basis of the purposes of this study and the findings derived from a statistical analysis of the data, the following conclusions seem justified:

1. There was no significant differences between the two groups in intelligence. Both groups were normal in intelligence although at the lower end of the range of normal intelligence.
2. There were no significant differences between the two groups in interests. Both groups were lowest in academic interests and highest in commercial and technical interests.
3. There was a significant difference between the two groups on two components of personality, Self Reliance and Community Relations. In both cases the differences were in favor of the Non-Y-Teens. There was no significant differences between the two groups on the two major aspects of personality, Self Adjustment and Social Adjustment; neither was there a significant difference between the two groups on personality as a totality, as measured by the California Test of Personality. The Y-Teens and the Non-Y-Teens were surpassed by approximately 60 per cent of the pupils on whom the norms of the tests are based.
4. There was no significant difference between the two groups on any of the six types of values measured by Allport and Vernon Study of Values. Both groups were highest in religious values and both groups were lowest in aesthetic values.

Recommendations.--- On the basis of the findings the conclusions of this study, the following recommendations are made:

1. That the Young Women's Christian Association make use of standardized tests as one means of evaluating the effectiveness of its programs for adolescents and a means of improving its programs for adolescents.
2. That further research be carried on as a follow up of this study.

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CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE Form A

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

Name.....Grade.....Sex: Boy-Girl

School.....Age.....Birthday.....

Teacher.....Date.....

COMPONENTS	Pos- si- ble Score	Stu- dent's Score	Per- cent- ile Rank	PERCENTILE										
				(Chart Student's Percentile Rank Here)										
				1	10	20	30	40	50	60	70	80	90	99
1. Self Adjustment	90	_____	_____											
A. Self-reliance	15	_____	_____											
B. Sense of Personal Worth	15	_____	_____											
C. Sense of Personal Freedom	15	_____	_____											
D. Feeling of Belonging	15	_____	_____											
E. Withdrawing Tendencies (Freedom from)	15	_____	_____											
F. Nervous Symptoms (Freedom from)	15	_____	_____											
2. Social Adjustment	90	_____	_____											
A. Social Standards	15	_____	_____											
B. Social Skills	15	_____	_____											
C. Anti-social Tendencies (Freedom from)	15	_____	_____											
D. Family Relations	15	_____	_____											
E. School Relations	15	_____	_____											
F. Community Relations	15	_____	_____											
TOTAL ADJUSTMENT	180	_____	_____											

After each of the following questions, make a circle around the YES or NO.

For example, if you have a dog at home make a circle around YES. Do the other two the same way.

A. Do you have a dog at home? YES NO

B. Can you drive a car? YES NO

C. Did you go to school last Friday? YES NO

Go right on from one page to another until you have finished all of them.

The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

On the next pages are more questions.

INSTRUCTIONS TO STUDENTS

INTERESTS AND ACTIVITIES

First look at each thing in this test. Make a circle around the L for each thing that you like or would very much like to do. Then make a circle around the D for things you really do.

- | | | |
|------------------------------|-----------------------------|---------------------------------|
| 1. L D Play the radio | 27. L D Collect coins | 51. L D Go to church |
| 2. L D Read stories | 28. L D Collect autographs | 52. L D Go to Sunday School |
| 3. L D Go to movies | 29. L D Collect pictures | 53. L D Belong to a club |
| 4. L D Read comic strips | 30. L D Use a camera | 54. L D Belong to YMCA or YWCA |
| 5. L D Work problems | 31. L D Sew or knit | 55. L D Go to parks |
| 6. L D Study history | 32. L D Repair things | 56. L D Engage in sports |
| 7. L D Study science | 33. L D Make boats | 57. L D Go to circus |
| 8. L D Study literature | 34. L D Make airplanes | 58. L D Sing in a chorus |
| 9. L D Do cross-word puzzles | 35. L D Make a radio | 59. L D Sing in a glee club |
| 10. L D Study trees | 36. L D Work with tools | 60. L D Belong to a gang |
| 11. L D Study birds | 37. L D Have a garden | 61. L D Play ping pong |
| 12. L D Study animals | 38. L D Drive an automobile | 62. L D Play croquet |
| 13. L D Study butterflies | 39. L D Play with pets | 63. L D Play baseball |
| 14. L D Draw or paint | 40. L D Raise animals | 64. L D Play tennis |
| 15. L D Work in a laboratory | 41. L D Go fishing | 65. L D Go hunting |
| 16. L D Model or design | 42. L D Climb or hike | 66. L D Go riding with others |
| 17. L D Do housework | 43. L D Skate | 67. L D Play in a band |
| 18. L D Sing | 44. L D Ride a bicycle | 68. L D Play in an orchestra |
| 19. L D Play the piano | 45. L D Ride a horse | 69. L D Go to church socials |
| 20. L D Make a scrapbook | 46. L D Practice first aid | 70. L D Go to parties |
| 21. L D Keep a diary | | 71. L D Go to dances |
| 22. L D Write poems | | 72. L D Be an officer of a club |
| 23. L D Speak pieces | 47. L D Play cards | 73. L D Be a class officer |
| 24. L D Play an instrument | 48. L D Play dominoes | 74. L D Go camping |
| 25. L D Visit museums | 49. L D Play checkers | |
| 26. L D Collect stamps | 50. L D Play chess | |

SECTION 1 A

1. Do you keep on working even if the job is hard? YES NO
2. Is it hard for you to be calm when things go wrong? YES NO
3. Does it usually bother you when people do not agree with you? YES NO
4. When you are around strange people do you usually feel uneasy? YES NO
5. Is it easy for you to admit it when you are in the wrong? YES NO
6. Do you have to be reminded often to finish your work? YES NO
7. Do you often think about the kind of work you want to do when you grow up? YES NO
8. Do you feel bad when your classmates make fun of you? YES NO
9. Is it easy for you to meet or introduce people? YES NO
10. Do you usually feel sorry for yourself when you get hurt? YES NO
11. Do you find it easier to do what your friends plan than to make your own plans? YES NO
12. Do you find that most people try to boss you? YES NO
13. Is it easy for you to talk to important people? YES NO
14. Do your friends often cheat you in games? YES NO
15. Do you usually finish the things that you start? YES NO

Score Section 1 A.....

SECTION 1 B

16. Are you often invited to parties where both boys and girls are present? YES NO
17. Do you find that a good many people are mean? YES NO
18. Do most of your friends seem to think that you are brave or strong? YES NO
19. Are you often asked to help plan parties? YES NO
20. Do people seem to think that you have good ideas? YES NO
21. Are your friends usually interested in what you are doing? YES NO
22. Are people often unfair to you? YES NO
23. Do your classmates seem to think you are as bright as they are? YES NO
24. Are the other students glad that you are in their class? YES NO
25. Do both boys and girls seem to like you? YES NO
26. Do you have a hard time doing most of the things you try? YES NO
27. Do you feel that people do not treat you as well as they should? YES NO
28. Do many of the people you know seem to dislike you? YES NO
29. Do people seem to think you are going to do well when you grow up? YES NO
30. Do you find that people do not treat you very well? YES NO

Score Section 1 B.....

SECTION 1 C

31. Are you allowed to say what you think about most things? YES NO
32. Are you allowed to choose your own friends? YES NO
33. Are you allowed to do many of the things you want to do? YES NO
34. Do you feel that you are punished for too many little things? YES NO
35. Do you have enough spending money? YES NO
36. Are you usually allowed to go to socials where both boys and girls are present? YES NO
37. Do your folks usually let you help them decide about things? YES NO
38. Are you scolded for things that do not matter much? YES NO
39. Are you allowed to go to as many shows and entertainments as your friends? YES NO
40. Do you feel that your friends can do what they want to more than you can? YES NO
41. Do you have enough time for play and fun? YES NO
42. Do you feel that you are not allowed enough freedom? YES NO
43. Do your folks let you go around with your friends? YES NO
44. Do you help pick out your own clothes? YES NO
45. Do other people decide what you shall do most of the time? YES NO

Score Section 1 C.....

SECTION 1 D

46. Do you find it hard to get acquainted with new students? YES NO
47. Are you considered as strong and healthy as your friends? YES NO
48. Do you feel that you are liked by both boys and girls? YES NO
49. Do most people seem to enjoy talking to you? YES NO
50. Do you feel that you fit well into the school where you go? YES NO
51. Do you have enough good friends? YES NO
52. Do your friends seem to think that your folks are as successful as theirs? YES NO
53. Do you often feel that teachers would rather not have you in their classes? YES NO
54. Are you usually invited to school and neighborhood parties? YES NO
55. Is it hard for you to make friends? YES NO
56. Do you feel that your classmates are glad to have you in school? YES NO
57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO
58. Do your friends seem to want you with them? YES NO
59. Do people at school usually pay attention to your ideas? YES NO
60. Do the other boys and girls seem to have better times at home than you do? YES NO

Score Section 1 D.....

SECTION 1 E

61. Have you noticed that many people do and say mean things? YES NO
62. Does it seem as if most people cheat whenever they can? YES NO
63. Do you know people who are so unreasonable that you hate them? YES NO
64. Do you feel that most people can do things better than you can? YES NO
65. Have you found that many people do not mind hurting your feelings? YES NO
66. Would you rather stay away from parties and social affairs? YES NO
67. Have you often felt that older people had it in for you? YES NO
68. Do you have more problems to worry about than most boys or girls? YES NO
69. Do you often feel lonesome even with people around you? YES NO
70. Have you often noticed that people do not treat you as fairly as they should? YES NO
71. Do you worry a lot because you have so many problems? YES NO
72. Is it hard for you to talk to classmates of the opposite sex? YES NO
73. Have you often thought that younger boys and girls have a better time than you do? YES NO
74. Do you often feel like crying because of the way people neglect you? YES NO
75. Do too many people try to take advantage of you? YES NO

Score Section 1 E.....

SECTION 1 F

76. Do you frequently have sneezing spells? YES NO
77. Do you sometimes stutter when you get excited? YES NO
78. Are you often bothered by headaches? YES NO
79. Are you often not hungry even at meal time? YES NO
80. Do you usually find it hard to sit still? YES NO
81. Do your eyes hurt often? YES NO
82. Do you often have to ask people to repeat what they just said? YES NO
83. Do you often forget what you are reading? YES NO
84. Are you sometimes troubled because your muscles twitch? YES NO
85. Do you find that many people do not speak clearly enough for you to hear them well? YES NO
86. Are you troubled because of having many colds? YES NO
87. Do most people consider you restless? YES NO
88. Do you usually find it hard to go to sleep? YES NO
89. Are you tired much of the time? YES NO
90. Are you often troubled by nightmares or bad dreams? YES NO

Score Section 1 F.....

SECTION 2 A

91. Is it all right for one to avoid work that he does not have to to do? YES NO
92. Is it always necessary to keep promises and appointments? YES NO
93. Is it necessary to be kind to people you do not like? YES NO
94. Is it alright to make fun of people who have peculiar notions? YES NO
95. Is it necessary to be courteous to disagreeable persons? YES NO
96. Does a student have the right to keep the things that he finds? YES NO
97. Should people have the right to put up "keep off the grass" signs? YES NO
98. Should a person always thank others for small favors even though they do not help any? YES NO
99. Is it all right to take things that you really need if you have no money? YES NO
100. Should rich boys and girls be treated better than poor ones? YES NO
101. Is it all right to laugh at people who are in trouble if they look funny enough? YES NO
102. Is it important that one be friendly to all new students? YES NO
103. When people have foolish beliefs is it all right to laugh at them? YES NO
104. If you know you will not be caught is it ever all right to cheat? YES NO
105. Is it all right to make a fuss when your folks refuse to let you go to a movie or party? YES NO

Score Section 2 A.....

SECTION 2 B

106. When people annoy you do you usually keep it to yourself? YES NO
107. Is it easy for you to remember the names of the people you meet? YES NO
108. Have you found that most people talk so much you have to interrupt them to get a word in edgewise? YES NO
109. Do you prefer to have parties at your own home? YES NO
110. Do you usually enjoy talking to people you have just met? YES NO
111. Do you often find that it pays to help people? YES NO
112. Is it easy for you to pep up a party when it is getting dull? YES NO
113. Can you lose games without letting people see that it bothers you? YES NO
114. Do you often introduce people to each other? YES NO
115. Do you find it hard to help plan parties and other socials? YES NO
116. Do you find it easy to make new friends? YES NO
117. Are you usually willing to play games at socials even if you haven't played them before? YES NO
118. Is it hard for you to say nice things to people when they have done well? YES NO
119. Do you find it easy to help your classmates have a good time at parties? YES NO
120. Do you usually talk to new boys and girls when you meet them? YES NO

Score Section 2 B.....

SECTION 2 C

121. Do you have to get tough with some people in order to get a fair deal? YES NO
122. Do you find that you are happier when you can treat unfair people as they really deserve? YES NO
123. Do you sometimes need to show anger to get your rights? YES NO
124. Do your classmates often force you to fight for things that are yours? YES NO
125. Have you found that telling falsehoods is one of the easiest ways for people to get out of trouble? YES NO
126. Do you often have to fight for your rights? YES NO
127. Do your classmates often try to blame you for the quarrels they start? YES NO
128. Do you often have to start a fuss to get what is coming to you? YES NO
129. Do people at school sometimes treat you so badly that you feel it would serve them right if you broke some things? YES NO
130. Do you find some people so unfair that it is all right to be mean to them? YES NO
131. Do you often have to push younger children out of the way to get rid of them? YES NO
132. Do some people treat you so mean that you call them names? YES NO
133. Is it all right to take things away from people who are unfair? YES NO
134. Do you disobey teachers or your parents when they are unfair to you? YES NO
135. Is it right to take things when people are unreasonable in denying them? YES NO

Score Section 2 C.....

SECTION 2 D

136. Are your folks fair about it when they make you do things? YES NO
137. Do you often have good times at home with your family? YES NO
138. Do you have good reasons for liking one of your folks better than the other? YES NO
139. Do your folks seem to think that you will be a success? YES NO
140. Do your folks seem to think you do your share at home? YES NO
141. Do your folks seem to feel that you are interested in the wrong things? YES NO
142. Do you and your folks agree about things you like? YES NO
143. Do members of your family start quarrels with you often? YES NO
144. Do you prefer to keep your friends away from your home because it is not attractive? YES NO
145. Are you often accused of not being as nice to your folks as you should be? YES NO
146. Do you have some of your fun when you are at home? YES NO
147. Do you find it difficult to please your folks? YES NO
148. Have you often felt as though you would rather not live at home? YES NO
149. Do you sometimes feel that no one at home cares about you? YES NO
150. Are the people in your home too quarrelsome? YES NO

Score Section 2 D.....

SECTION 2 E

151. Have you found that your teachers understand you? YES NO
152. Do you like to go to school affairs with members of the opposite sex? YES NO
153. Is some of your school work so hard that you are in danger of failing? YES NO
154. Have you often thought that some teachers care little about their students? YES NO
155. Do some of the boys and girls seem to think that you do not play as fair as they do? YES NO
156. Are some of the teachers so strict that it makes school work too hard? YES NO
157. Do you enjoy talking with students of the opposite sex? YES NO
158. Have you often thought that some of the teachers are unfair? YES NO
159. Are you asked to join in school games as much as you should be? YES NO
160. Would you be happier in school if the teachers were kinder? YES NO
161. Do you have better times alone than when you are with other boys and girls? YES NO
162. Do your classmates seem to like the way you treat them? YES NO
163. Do you think the teachers want boys and girls to enjoy each other's company? YES NO
164. Do you have to keep away from some of your classmates because of the way they treat you? YES NO
165. Would you stay away from school oftener if you dared? YES NO

Score Section 2 E.....

SECTION 2 F

166. Do you often visit at the homes of your boy and girl friends in your neighborhood? YES NO
167. Do you have a habit of speaking to most of the boys and girls in your neighborhood? YES NO
168. Do most of the boys and girls near your home disobey the law? YES NO
169. Do you play games with friends in your neighborhood? YES NO
170. Do any nice students of the opposite sex live near you? YES NO
171. Are most of the people near your home the kind you can like? YES NO
172. Are there boys or girls of other races near your home whom you try to avoid? YES NO
173. Do you sometimes go to neighborhood parties where both boys and girls are present? YES NO
174. Are there people in your neighborhood that you find it hard to like? YES NO
175. Do you have good times with the boys and girls near your home? YES NO
176. Are there several people living near you whom you would not care to visit? YES NO
177. Is it necessary to be nice to persons of every race? YES NO
178. Are there any people in your neighborhood so annoying that you would like to do something mean to them? YES NO
179. Do you like most of the boys and girls in your neighborhood? YES NO
180. Do you feel that the place where you live is not very interesting? YES NO

Score Section 2 F.....

CALIFORNIA TEST OF PERSONALITY—INTERMEDIATE Form A

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe

Name _____ Grade _____ Sex: Boy-Girl

School _____ Age _____ Birthday _____

Teacher _____ Date _____

COMPONENTS	Pos- si- ble Score	Stu- dent's Score	Per- cent- ile Rank	PERCENTILE																					
				(Chart Student's Percentile Rank Here)																					
				1	10	20	30	40	50	60	70	80	90	99											
1. Self Adjustment	90	_____	_____																						
A. Self-reliance	15	_____	_____																						
B. Sense of Personal Worth .	15	_____	_____																						
C. Sense of Personal Freedom .	15	_____	_____																						
D. Feeling of Belonging . . .	15	_____	_____																						
E. Withdrawing Tendencies .	15	_____	_____																						
(Freedom from)																									
F. Nervous Symptoms . . .	15	_____	_____																						
(Freedom from)																									
2. Social Adjustment	90	_____	_____																						
A. Social Standards	15	_____	_____																						
B. Social Skills	15	_____	_____																						
C. Anti-social Tendencies . .	15	_____	_____																						
(Freedom from)																									
D. Family Relations	15	_____	_____																						
E. School Relations	15	_____	_____																						
F. Community Relations . .	15	_____	_____																						
TOTAL ADJUSTMENT	180	_____	_____																						

After each of the following questions, make a circle around the **YES** or **NO**.

For example, if you have a dog at home make a circle around **YES**. Do the other two the same way.

A. Do you have a dog at home? **YES NO**

B. Can you drive a car? **YES NO**

C. Did you go to school last Friday? **YES NO**

The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

Go right on from one page to another until you have finished all of them.

On the next pages are more questions.

INSTRUCTIONS TO STUDENTS

INTERESTS AND ACTIVITIES

First look at each thing in this test. Make a circle around the **L** for each thing that you like or would very much like to do. Then make a circle around the **D** for things you really do.

- | | | |
|-------------------------------------|------------------------------------|--|
| 1. L D Play the radio | 27. L D Collect coins | 51. L D Go to church |
| 2. L D Read stories | 28. L D Collect autographs | 52. L D Go to Sunday School |
| 3. L D Go to movies | 29. L D Collect pictures | 53. L D Belong to a club |
| 4. L D Read comic strips | 30. L D Use a camera | 54. L D Belong to YMCA or YWCA |
| 5. L D Work problems | 31. L D Sew or knit | 55. L D Go to parks |
| 6. L D Study history | 32. L D Repair things | 56. L D Engage in sports |
| 7. L D Study science | 33. L D Make boats | 57. L D Go to circus |
| 8. L D Study literature | 34. L D Make airplanes | 58. L D Sing in a chorus |
| 9. L D Do cross-word puzzles | 35. L D Make a radio | 59. L D Sing in a glee club |
| 10. L D Study trees | 36. L D Work with tools | 60. L D Belong to a gang |
| 11. L D Study birds | 37. L D Have a garden | 61. L D Play ping pong |
| 12. L D Study animals | 38. L D Drive an automobile | 62. L D Play croquet |
| 13. L D Study butterflies | 39. L D Play with pets | 63. L D Play baseball |
| 14. L D Draw or paint | 40. L D Raise animals | 64. L D Play tennis |
| 15. L D Work in a laboratory | 41. L D Go fishing | 65. L D Go hunting |
| 16. L D Model or design | 42. L D Climb or hike | 66. L D Go riding with others |
| 17. L D Do housework | 43. L D Skate | 67. L D Play in a band |
| 18. L D Sing | 44. L D Ride a bicycle | 68. L D Play in an orchestra |
| 19. L D Play the piano | 45. L D Ride a horse | 69. L D Go to church socials |
| 20. L D Make a scrapbook | 46. L D Practice first aid | 70. L D Go to parties |
| 21. L D Keep a diary | | 71. L D Go to dances |
| 22. L D Write poems | | 72. L D Be an officer of a club |
| 23. L D Speak pieces | 47. L D Play cards | 73. L D Be a class officer |
| 24. L D Play an instrument | 48. L D Play dominoes | 74. L D Go camping |
| 25. L D Visit museums | 49. L D Play checkers | |
| 26. L D Collect stamps | 50. L D Play chess | |

SECTION 1 A

1. Do you keep on working even if the job is hard? YES NO
2. Is it hard for you to be calm when things go wrong? YES NO
3. Does it usually bother you when people do not agree with you? YES NO
4. When you are around strange people do you usually feel uneasy? YES NO
5. Is it easy for you to admit it when you are in the wrong? YES NO
6. Do you have to be reminded often to finish your work? YES NO
7. Do you often think about the kind of work you want to do when you grow up? YES NO
8. Do you feel bad when your classmates make fun of you? YES NO
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Score Section 1 A.....

SECTION 1 B

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23. Do your classmates seem to think you are as bright as they are? YES NO
24. Are the other students glad that you are in their class? YES NO
25. Do both boys and girls seem to like you? YES NO
26. Do you have a hard time doing most of the things you try? YES NO
27. Do you feel that people do not treat you as well as they should? YES NO
28. Do many of the people you know seem to dislike you? YES NO
29. Do people seem to think you are going to do well when you grow up? YES NO
30. Do you find that people do not treat you very well? YES NO

Score Section 1 B.....

SECTION 1 C

31. Are you allowed to say what you think about most things? YES NO
32. Are you allowed to choose your own friends? YES NO
33. Are you allowed to do many of the things you want to do? YES NO
34. Do you feel that you are punished for too many little things? YES NO
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37. Do your folks usually let you help them decide about things? YES NO
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44. Do you help pick out your own clothes? YES NO
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SECTION 1 D

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47. Are you considered as strong and healthy as your friends? YES NO
48. Do you feel that you are liked by both boys and girls? YES NO
49. Do most people seem to enjoy talking to you? YES NO
50. Do you feel that you fit well into the school where you go? YES NO
51. Do you have enough good friends? YES NO
52. Do your friends seem to think that your folks are as successful as theirs? YES NO
53. Do you often feel that teachers would rather not have you in their classes? YES NO
54. Are you usually invited to school and neighborhood parties? YES NO
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56. Do you feel that your classmates are glad to have you in school? YES NO
57. Do members of the opposite sex seem to like you as well as they do your friends? YES NO
58. Do your friends seem to want you with them? YES NO
59. Do people at school usually pay attention to your ideas? YES NO
60. Do the other boys and girls seem to have better times at home than you do? YES NO

Score Section 1 D.....

SECTION 1 E

61. Have you noticed that many people do and say mean things? YES NO
62. Does it seem as if most people cheat whenever they can? YES NO
63. Do you know people who are so unreasonable that you hate them? YES NO
64. Do you feel that most people can do things better than you can? YES NO
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88. Do you usually find it hard to go to sleep? YES NO
89. Are you tired much of the time? YES NO
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Score Section 1 F.....

SECTION 2 A

91. Is it all right for one to avoid work that he does not have to do? YES NO
92. Is it always necessary to keep promises and appointments? YES NO
93. Is it necessary to be kind to people you do not like? YES NO
94. Is it alright to make fun of people who have peculiar notions? YES NO
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Score Section 2 A.....

SECTION 2 B

106. When people annoy you do you usually keep it to yourself? YES NO
107. Is it easy for you to remember the names of the people you meet? YES NO
108. Have you found that most people talk so much you have to interrupt them to get a word in edgewise? YES NO
109. Do you prefer to have parties at your own home? YES NO
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SECTION 2 C

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Score Section 2 C.....

SECTION 2 D

136. Are your folks fair about it when they make you do things? YES NO
137. Do you often have good times at home with your family? YES NO
138. Do you have good reasons for liking one of your folks better than the other? YES NO
139. Do your folks seem to think that you will be a success? YES NO
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154. Have you often thought that some teachers care little about their students? YES NO
155. Do some of the boys and girls seem to think that you do not play as fair as they do? YES NO
156. Are some of the teachers so strict that it makes school work too hard? YES NO
157. Do you enjoy talking with students of the opposite sex? YES NO
158. Have you often thought that some of the teachers are unfair? YES NO
159. Are you asked to join in school games as much as you should be? YES NO
160. Would you be happier in school if the teachers were kinder? YES NO
161. Do you have better times alone than when you are with other boys and girls? YES NO
162. Do your classmates seem to like the way you treat them? YES NO
163. Do you think the teachers want boys and girls to enjoy each other's company? YES NO
164. Do you have to keep away from some of your classmates because of the way they treat you? YES NO
165. Would you stay away from school oftener if you dared? YES NO

Score Section 2 E.....

SECTION 2 F

166. Do you often visit at the homes of your boy and girl friends in your neighborhood? YES NO
167. Do you have a habit of speaking to most of the boys and girls in your neighborhood? YES NO
168. Do most of the boys and girls near your home disobey the law? YES NO
169. Do you play games with friends in your neighborhood? YES NO
170. Do any nice students of the opposite sex live near you? YES NO
171. Are most of the people near your home the kind you can like? YES NO
172. Are there boys or girls of other races near your home whom you try to avoid? YES NO
173. Do you sometimes go to neighborhood parties where both boys and girls are present? YES NO
174. Are there people in your neighborhood that you find it hard to like? YES NO
175. Do you have good times with the boys and girls near your home? YES NO
176. Are there several people living near you whom you would not care to visit? YES NO
177. Is it necessary to be nice to persons of every race? YES NO
178. Are there any people in your neighborhood so annoying that you would like to do something mean to them? YES NO
179. Do you like most of the boys and girls in your neighborhood? YES NO
180. Do you feel that the place where you live is not very interesting? YES NO

Score Section 2 F.....

NAME _____

A STUDY OF VALUES

PART I

DIRECTIONS: A number of controversial statements or questions with two alternative answers are given below. Indicate your personal preferences by writing the appropriate figures in the right-hand columns, as indicated:

If you agree with alternative (a) and disagree with (b), write 3 in the first column and 0 in the second column, thus

(a)	(b)
3	0
0	3
2	1
1	2

If you agree with (b); disagree with (a), write

If you have a slight preference for (a) over (b), write

If you have a slight preference for (b) over (a), write

Do not write any other combination of figures after any question except one of these four.

There is no time limit, but do not linger long over any one question or statement, and do not leave out any of the questions, unless you find it really impossible to make a decision.

1. The main object of scientific research should be the discovery of pure truth rather than its practical applications. (a) Yes; (b) No.

(a)	(b)

2. Do you think that it is justifiable for the greatest artists, such as Beethoven, Wagner, Byron, etc., to be selfish and negligent of the feelings of others? (a) Yes; (b) No.

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21. The aim of the churches at the present time should be: (a) to bring out altruistic and charitable tendencies, and to urge people to think more of the good of others; (b) to convey spiritual worship, and a sense of communion with the highest.	(a)	(b)
22. Are our modern industrial and scientific developments signs of a greater degree of civilization and culture than those attained by any previous race, the Greeks, for example? (a) Yes; (b) No.		
23. You are asked to wait for a few minutes in a strange living-room; are you more likely to judge (a) the owner's knowledge and intellectuality as shown by the books in his book-cases; (b) his friendliness and hospitality as shown by the photographs on the walls, and the general comforts of the room?		
24. The world would be a much better place if we took to heart the teaching, "Lay not up for yourselves treasures upon earth . . . but lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal." (a) Yes; (b) No.		
25. Are you more interested in reading accounts of the lives and works of men such as: (a) Aristotle, Plato, and Socrates; (b) Alexander, Julius Cæsar, and Charlemagne?		
26. Taking the Bible as a whole, one should regard it from the point of view of its beautiful mythology and literary style rather than as a spiritual revelation. (a) Yes; (b) No.		
27. Since the class or social status to which a man belongs depends mainly upon his push and ability, it is just that a small proportion of the population should be very rich. (a) Yes; (b) No.		
28. If you were given certain topics on which to write an essay, would you choose: (a) the rôle of church-going in religion, or (b) the defects of our present educational systems?		

29. Under similar circumstances would you choose to write about: (a) the best way to distribute one's income between, say, the necessities of life, luxuries, and savings, or (b) the personality of some close friend of yours.

30. When witnessing a gorgeous ceremony (ecclesiastical or academic, induction into office, etc.) are you more impressed: (a) by the unified idea or institution which the group represents, or (b) by the color and pageantry of the occasion itself?

(a)	(b)

Continue with Part II.

PART II

DIRECTIONS: Each of the following situations or questions is followed by four possible attitudes or answers. Arrange these answers in the order of your personal preference from first to fourth by writing, in the left hand margin,

- ...1... beside the answer that appeals to you most,
- ...2... beside the answer which is next most important to you,
- ...3... beside the next, and
- ...4... beside the answer that least represents your interest or preference.

You may think of answers which would be preferable from your point of view to any of those listed. It is necessary, however, that you make your selection from the alternatives presented, and arrange all four in order of their desirability, guessing when your preferences are not distinct. If you find it really impossible to guess your preference, you may omit the question.

1. Do you think that a good government should aim chiefly at —

-a. more aid for the poor, sick, and old
-b. the development of manufacturing and trade
-c. introducing more ethical principles into its policies and diplomacy
-d. establishing a position of prestige and respect among nations

2. In your opinion, can a man who works in business for his living all the week best spend Sunday in —

-a. trying to educate himself by reading serious books
-b. trying to win at golf, or racing
-c. going to an orchestral concert
-d. hearing a really good sermon

3. If you could influence the educational policies of the public schools of some city, would you undertake —

-a. to promote the study and the performance of drama
-b. to develop coöperativeness and the spirit of service
-c. to provide additional laboratory facilities
-d. to promote school savings banks for education in thrift

4. Do you prefer a friend (of your own sex) who —

-a. is efficient, industrious, and of a practical turn of mind
-b. is seriously interested in thinking out his attitude toward life as a whole
-c. possesses qualities of leadership and organizing ability
-d. shows refinement and emotional sensitivity

5. If you lived in a small town and had more than enough income for your needs, would you prefer to —

-a. apply it productively to industrial development
-b. help to endow the church to which you belong
-c. give it to a university for the development of scientific research
-d. devote it to hospitals

6. When you go to the theatre do you, as a rule, enjoy most —

-a. plays that treat the lives of great men
-b. ballet or similar imaginative performances
-c. plays with a theme of human suffering and love
-d. problem plays that argue consistently for some point of view

7. Assuming that you are a man with the necessary ability, and that the salary for each of the following occupations is the same, would you prefer to be a —

-a. mathematician
-b. sales manager
-c. clergyman
-d. politician

8. If you had unlimited leisure and money, would you prefer to —

-a. make a collection of fine sculptures or paintings
-b. establish a mental hygiene clinic for taking care of the maladjusted and mentally deficient
-c. aim at a senatorship, or a seat in the Cabinet
-d. enter into banking and high finance

9. At an evening discussion with intimate friends of your own sex, are you most interested when you talk about —

-a. the “meaning” of life
-b. philosophy and psychology
-c. literature
-d. socialism and social amelioration

10. Which of the following would you prefer to do during part of your next summer vacation (if your ability and other conditions would permit) —

-a. write and publish an original biological essay or article
-b. stay in some secluded part of the country where you can appreciate fine scenery
-c. go in for a local tennis or other athletic tournament
-d. get experience in some new line of business

11. Do great exploits and adventures of discovery such as Lindbergh’s and Byrd’s seem to you significant because —

-a. they represent conquests by man over the difficult forces of nature
-b. they add to our knowledge of mechanics, geography, meteorology, etc.
-c. they weld human interests and international feelings throughout the world
-d. they contribute to the ultimate revelation of the meaning of the universe

12. Should one guide one's conduct according to, or develop one's chief loyalties toward —

-a. one's religious faith
-b. ideals of beauty
-c. one's business organizations and associates
-d. society as a whole

13. To what extent do the following famous persons interest or attract you —

-a. Florence Nightingale
-b. Napoleon
-c. Henry Ford
-d. Charles Darwin

14. If you should marry (or are married), do you prefer a wife who —
(Women answer the alternative form below) —

-a. can achieve social prestige, commanding admiration from others
-b. likes to stay at home and keep house
-c. is fundamentally spiritual in her attitude toward life
-d. is gifted along artistic lines

(For women) Do you prefer a husband who —

-a. is successful in his profession, commanding admiration from others
-b. is domestic in his tastes
-c. is fundamentally spiritual in his attitude toward life
-d. is gifted along artistic lines

15. Viewing Leonardo da Vinci's picture — "The Last Supper" — would you tend to think of it —

-a. as expressing the highest spiritual tendencies and emotions
-b. as one of the most priceless and irreplaceable pictures ever painted
-c. in relation to Leonardo's versatility and its place in history
-d. as a masterpiece of design

Name..... Age.....

SCORE SHEET FOR THE STUDY OF VALUES

Directions

1. First make sure that every question has been answered.

Note: If you have found it impossible to answer all the questions, you may give equal scores to the alternative answers under each question that has been omitted; thus,

Part I. $1\frac{1}{2}$ for each alternative. The sum of the scores for (a) and (b) must always equal 3.

Part II. $2\frac{1}{2}$ for each alternative. The sum of the scores for the four alternatives under each question must always equal 10.

2. Transfer your scores directly to the proper boxes on the next two pages.

E.g., Part I: If for your first question you have a score of 2 in column (a), and 1 in column (b), the scores will appear on the next page as follows:

Part I. Question	Type of value					
	Theo- retical	Eco- nomic	Æs- thetic	Social	Politi- cal	Relig- ious
1.	a 2	b 1				

E.g., Part II: Suppose you have marked the alternatives in the first question as follows:

3	a
4	b
1	c
2	d

When transcribed, these scores will appear in the corresponding boxes on the third page like this:

Part II Question	Type of Value					
	Theo- retical	Eco- nomic	Æs- thetic	Social	Politi- cal	Relig- ious
1.		b 4		a 3	d 2	c 1

3. Add the vertical columns of scores in Part I and Part II separately.
4. Make certain that the sum of the six totals in each part is equal to the figure printed to their right.
5. In Part II *subtract your scores from the printed correction figures*, as indicated on the third page.
6. Transcribe the total scores for the separate values, i.e., the numbers at the bottom of each page, to the last page.
7. Add the pairs of scores for each value to secure your final totals.
8. Plot these totals on the vertical lines in the graph, and compare them with the norms printed beneath the graph.

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PART I.		Type of Value.					
Question		Theo- retical	Eco- nomic	Aes- thetic	Social	Polit- ical	Relig- ious
1	a		b				
2				a	b		
3						a	b
4	b			a			
5			a			b	
6					b		a
7			b	a			
8	b				a		
9			a				b
10	b					a	
11				b			a
12					b	a	
13	a						b
14			b		a		
15				b		a	
16	b		a				
17				b	a		
18						b	a
19	a			b			
20			b			a	
21					a		b
22			a	b			
23	a				b		
24			b				a
25	a					b	
26				a			b
27					b	a	
28	b						a
29			a		b		
30				b		a	
TOTALS							

The sum of the
scores for each
row must
equal 8

The sum of
these six
totals must
equal 80

Transcribe this row of figures to the last page.

PART II.		Type of Value.					
Question		Theo- retical	Eco- nomic	Aes- thetic	Social	Polit- ical	Relig- ious
1			b <input type="checkbox"/>		a <input type="checkbox"/>	d <input type="checkbox"/>	c <input type="checkbox"/>
2	a <input type="checkbox"/>			c <input type="checkbox"/>		b <input type="checkbox"/>	d <input type="checkbox"/>
3	c <input type="checkbox"/>	d <input type="checkbox"/>	a <input type="checkbox"/>	b <input type="checkbox"/>			
4		a <input type="checkbox"/>	d <input type="checkbox"/>			c <input type="checkbox"/>	b <input type="checkbox"/>
5	c <input type="checkbox"/>	a <input type="checkbox"/>		d <input type="checkbox"/>			b <input type="checkbox"/>
6	d <input type="checkbox"/>		b <input type="checkbox"/>	c <input type="checkbox"/>	a <input type="checkbox"/>		
7	a <input type="checkbox"/>	b <input type="checkbox"/>			d <input type="checkbox"/>	c <input type="checkbox"/>	
8		d <input type="checkbox"/>	a <input type="checkbox"/>	b <input type="checkbox"/>	c <input type="checkbox"/>		
9	b <input type="checkbox"/>		c <input type="checkbox"/>	d <input type="checkbox"/>			a <input type="checkbox"/>
10	a <input type="checkbox"/>	d <input type="checkbox"/>	b <input type="checkbox"/>		c <input type="checkbox"/>		
11	b <input type="checkbox"/>			c <input type="checkbox"/>	a <input type="checkbox"/>	d <input type="checkbox"/>	
12		c <input type="checkbox"/>	b <input type="checkbox"/>	d <input type="checkbox"/>			a <input type="checkbox"/>
13	d <input type="checkbox"/>	c <input type="checkbox"/>		a <input type="checkbox"/>	b <input type="checkbox"/>		
14			d <input type="checkbox"/>	b <input type="checkbox"/>	a <input type="checkbox"/>	c <input type="checkbox"/>	
15	c <input type="checkbox"/>	b <input type="checkbox"/>	d <input type="checkbox"/>				a <input type="checkbox"/>
TOTALS							

The sum of the ranks for each row must equal 10

The sum of these six totals must equal 150

Subtract these totals from:

Corrections	39	41	41	36	41	42	The sum of the six corrected totals must equal 90
Corrected Totals							

Transcribe this row of corrected totals to the last page.








		Theo- retical	Eco- nomic	Æs- thetic	Social	Polit- ical	Relig- ious	
Totals from PART I								
Corrected totals from PART II								
FINAL SCORES								The sum of the six final totals must equal 180
Significantly high	60							60
	50							50
	40							40
Scores from 31-38 are average	30							30
	20							20
Significantly low	10							10
	0							0
		Theo- retical	Eco- nomic	Æs- thetic	Social	Polit- ical	Relig- ious	

PROFILE OF VALUES

Percentile	Scores on any value	Percentile	Scores on any value
5 (low)	0-16	60	30-31
10	17-19	70	32-34
20	20-23	80	35-36
30	24-25	90	37-40
40	26-27	95	41-43
50	28-30	100 (high)	44-60

NORMS FOR ADULTS AND UNDERGRADUATES (BOTH SEXES)

One number is wrong in this series: 1 2 4 7 11 16 22 28
 What should that number be? 1 3 2 6 3 10 4 29 5 15

This  is to this  as this  is to — 1  2  3  4 

How many of the following words can be made from the letters in the word LARGEST, using any letter any number of times?

great, stagger, grasses, trestle, struggle, rattle, garage, strangle 1 6 2 7 3 3 4 4 5 5

Which of the following is a trait of character?

1 wealth 2 strength 3 reputation 4 loyalty 5 admiration

A statement based upon a supposition is said to be —








1 erroneous 2 ambiguous 3 distorted 4 hypothetical 5 dogmatic

A legislature is to the state as a board of directors is to the —

1 nation 2 stockholders 3 partnership 4 general manager 5 corporation

Gone is to going as (?) is to now.

1 today 2 presently 3 tomorrow 4 before now 5 hereafter

This  is to this  as this  is to — 1  2  3  4 

One number is wrong in this series: 1 3 9 27 81 108

What should that number be? 1 6 2 18 3 54 4 162 5 243

If Frank can ride a bicycle 300 feet while George runs 200 feet, how many feet can Frank ride while George runs 300 feet? 1 400 2 450 3 500 4 200 5 250

What letter is the fourth letter to the left of the letter midway between F and T in QUALIFICATION?

1 C 2 L 3 O 4 I 5 A

Which of the five things following is most like these three: factory, bank, store?

1 monument 2 planing mill 3 school 4 church 5 museum

A hotel serves a mixture of 2 parts cream and 3 parts milk. How many pints of cream will it take to make 15 pints of the mixture? 1 15 2 10 3 9 4 4 5 6

This  is to this  as this  is to — 1  2  3  4 

If a prosperous son neglects his poor, aged parents, he is considered —

1 thrifty 2 extravagant 3 unwise 4 thoughtless 5 shrewd

If the first two statements are true, the third is (?). One cannot become a good lawyer without diligent study. George studies law diligently. George will become a good lawyer. 1 true 2 false 3 not certain

Which of these pairs of words is not like the other four?

1 cold and hot 2 forward and backward 3 more and less 4 east and south 5 good and bad

If the words below were arranged to make the best sentence, the fifth word in the sentence would begin with what letter?

choose care man A friends should with his 1 c 2 h 3 m 4 s 5 f

77. What number is in the space which is in the rectangle and in the triangle but not in the circle? 1 1 2 2 3 3 4 4 5 5

78. What number is in the same geometrical figure or figures (and no others) as the number 6? 1 1 2 2 3 3 4 4 5 5

79. How many spaces are there that are in any two geometrical figures, but only two? 1 6 2 7 3 3 4 4 5 5

If a wire 20 inches long is to be cut so that one piece is $\frac{3}{4}$ as long as the other piece, how long must the shorter piece be? 1 $13\frac{1}{4}$ in. 2 $19\frac{1}{4}$ in. 3 9 in. 4 12 in. 5 8 in.

59 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

60 ☐ 1 ☐ 2 ☐ 3 ☐ 4

61 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

62 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

63 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

64 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

65 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

66 ☐ 1 ☐ 2 ☐ 3 ☐ 4

67 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

68 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

69 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

70 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

71 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

72 ☐ 1 ☐ 2 ☐ 3 ☐ 4

73 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

74 ☐ 1 ☐ 2 ☐ 3

75 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

76 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

77 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

78 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

79 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

80 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

23 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

24 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

25 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

26 ☐ 1 ☐ 2 ☐ 3

27 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

28 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

29 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

30 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

31 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

32 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

33 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 4

34 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

35 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

36 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

37 ☐ 1 ☐ 2 ☐ 3

38 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

39 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

40 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

41. The sun is related to the earth as the earth is to — 1 clouds 2 rotation 3 the universe 4 the moon 5 circumference

42. The opposite of hope is — 1 faith 2 misery 3 sorrow 4 despair 5 hate

43. If the first two statements following are true, the third is (?). George is younger than Frank. James is younger than George. Frank is older than James. 1 true 2 false 3 not certain

44. If $3\frac{1}{2}$ yards of cloth cost 25 cents, what will 10 yards cost? 1 75¢ 2 $33\frac{1}{3}$ ¢ 3 30¢ 4 \$2.50 5 $31\frac{1}{3}$ ¢

45. Subscribe means to write under, submarine means under the sea. Therefore sub means — 1 to write 2 under 3 the sea 4 to write about the sea 5 to see under

46. The mandates of a dictator are frequently — 1 obsolete 2 arbitrary 3 omnipotent 4 conditional 5 optional

47. What is related to disease as carefulness is to accident? 1 doctor 2 surgery 3 medicine 4 hospital 5 sanitation

48. If $3\frac{1}{2}$ yards of cloth cost 70 cents, what will $2\frac{1}{2}$ yards cost? 1 \$1.75 2 50¢ 3 $67\frac{1}{2}$ ¢ 4 69¢ 5 $8\frac{1}{4}$ ¢

49. Which number in this row appears a second time nearest the beginning? 4 2 3 1 5 6 8 7 3 4 6 6 4 3 2 5 1 8 6 7 9 1 6 2 2 3 3 4 4 5 5

50. If the first two statements following are true, the third is (?). Some members of this club are Baptists. Some members of this club are lawyers. Some members of this club are Baptist lawyers. 1 true 2 false 3 not certain

51. Which one of the five words below is most unlike the other four? 1 good 2 large 3 red 4 walk 5 thick

52. One who pretends to be what he is not is said to be — 1 sensitive 2 artless 3 vain 4 hypocritical 5 prejudiced

53. If the words below are arranged to make the best sentence, with what letter will the last word of the sentence end? honesty traits Generosity character of desirable and are 1 y 2 s 3 r 4 e 5 c

54. If a strip of cloth 32 inches long will shrink to 30 inches when washed, how many inches long will a 48-inch strip be after shrinking? 1 46 2 45 3 47 4 $47\frac{1}{3}$ 5 $46\frac{2}{3}$

55. Which of these expressions is not like the other three? 1 drink milk 2 look well 3 chop wood 4 spell words

56. If the words OHIO, NOON, ROTOR, and OTTO were seen on a wall by looking in a mirror on an opposite wall, how many of them would appear exactly the same as if seen directly? 1 1 2 2 3 3 4 4 5 0

57. Find the two letters in the word LATER which have just as many letters between them in the word as in the alphabet. Which one of these two letters comes first in the alphabet? 1 L 2 A 3 T 4 E 5 R

58. A line is related to a surface as a point is to a — 1 circle 2 line 3 solid 4 dot 5 intersection

1 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8 ☐ 1 ☐ 2 ☐ 3 ☐ 4

9 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

10 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

11 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

12 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

13 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

14 ☐ 1 ☐ 2 ☐ 3 ☐ 4

15 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

16 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

17 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

18 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

19 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

20 ☐ 1 ☐ 2 ☐ 3 ☐ 4

21 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

OTIS QUICK-SCORING MENTAL ABILITY TESTS

By ARTHUR S. OTIS, Ph.D.

Formerly Development Specialist with Advisory Board, General Staff, United States War Department

Gamma

C

GAMMA TEST: FORM C

IQ..... For Senior High Schools and Colleges Score.....

Read this page. Do what it tells you to do.

Do not open this booklet, or turn it over, until you are told to do so.

Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name..... Age last birthday years
First name, initial, and last name

Birthday..... Teacher..... Date..... 19.....
Month Day

Grade..... School..... City.....

This is a test to see how well you can think. It contains questions of different kinds. Here is a sample question already answered correctly. Notice how the question is answered:

Sample: Which one of the five things below is soft?

1 glass 2 stone 3 cotton 4 iron 5 ice.....

1 2 3 4 5
☐ ☐ ☒ ☐ ☐

The right answer, of course, is cotton; so the word cotton is underlined. And the word cotton is No. 3; so a heavy cross has been put in the 3d circle. This is the way you are to answer the questions.

Try this sample question yourself. Do not write the answer; just draw a line under it and then put a heavy cross in the right circle.

Sample: A robin is a kind of —

1 plant 2 bird 3 worm 4 fish 5 flower

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

The answer is bird; so you should have drawn a line under the word bird and put a heavy cross in the 2d circle. Try this one:

Sample: Which one of the five numbers below is larger than 55?























1 53 2 48 3 29 4 57 5 16

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

The answer, of course, is 57; so you should have drawn a line under 57 and put a heavy cross in the 4th circle.

The test contains 80 questions. You are not expected to be able to answer all of them, but do the best you can. You will be allowed half an hour after the examiner tells you to begin. Try to get as many right as possible. Be careful not to go so fast that you make mistakes. Do not spend too much time on any one question. No questions about the test will be answered by the examiner after the test begins. Lay your pencil down.

Do not turn this booklet until you are told to begin.

1. The opposite of defeat is —
1 glory 2 honor 3 victory 4 success 5 hope
2. If 4 pencils cost 10 cents, how many pencils can be bought for 50 cents?
1 5 2 40 3 4 4 20 5 200
3. A bird does not always have —
1 wings 2 eyes 3 feet 4 a nest 5 a bill
4. A hermit lives in —
1 solitude 2 desertion 3 gratitude 4 compulsion 5 quiescence
5. Which of these words would come first in the dictionary?
1 high 2 lost 3 held 4 love 5 hear
6. A lion most resembles a —
1 dog 2 goat 3 cat 4 cow 5 horse
7. Copper is cheaper than gold because it is —
1 duller 2 more plentiful 3 harder 4 uglier 5 less useful
8. The first drawing is related to the second in the same way that the third one is to one of the remaining four. Which one?
 is to this  as this  is to — 1  2  3  4 
9. An electric light is related to a candle as a motorcycle is related to —
1 a bicycle 2 electricity 3 a tire 4 speed 5 glow
10. The opposite of extravagant is —
1 miser 2 humble 3 economical 4 poor 5 wasteful
11. A party consisted of a man and his wife, his three sons and their wives, and two children in each son's family. How many were there in the party?
1 7 2 10 3 9 4 11 5 14
12. One number is wrong in this series:  1 5 2 6 3 7 4 9 5 9
What should that number be? 1 7 2 8 3 9 4 10 5 5
13. A meal always involves —
1 a table 2 dishes 3 hunger 4 food 5 water
14. This  is to this  as this  is to — 1  2  3  4 
15. A lake always has —
1 boats 2 fish 3 an outlet 4 a bottom 5 sand
16. What letter in the word WILMINGTON is the same number in the word (counting from the beginning) as it is in the alphabet? 1 T 2 N 3 G 4 T 5 O
17. Which word makes the truest sentence? A youth is (?) wiser than his father.
1 never 2 rarely 3 much 4 usually 5 always
18. Which one of these things is most unlike the other four?
1 shave 2 bend 3 chop 4 whittle 5 shear
19. The opposite of never is —
1 often 2 sometimes 3 occasionally 4 always 5 frequently
20. This  is to this  as this  is to — 1  2  3  4 
21. At a wedding there is always —
1 a minister 2 music 3 flowers 4 a bride 5 a cake
22. If 10 boxes full of apples weigh 300 pounds and each box when empty weighs 3 pounds, how many pounds do all the apples weigh?
1 30 2 270 3 297 4 300 5 303

23. If a boy can run 2 feet in $\frac{1}{10}$ of a second, how many feet can he run in 10 seconds?
1 1 2 20 3 200 4 $\frac{2}{10}$ 5 100
24. A clock is related to time as a thermometer is related to —
1 a watch 2 warm 3 a bulb 4 mercury 5 temperature
25. Becoming greater is a good definition for —
1 diminishing 2 changing 3 decreasing 4 vanishing 5 increasing
26. If the first two statements following are true, the third is (?). All members of this committee are Democrats. Jones is not a Democrat. Jones is a member of this committee.
1 true 2 false 3 not certain
27. If the words below were arranged to make a good sentence, with what letter would the second word of the sentence begin?
same means small little the as
1 s 2 m 3 l 4 t 5 a
28. Darkness is related to sunlight as (?) is related to sound.
1 noise 2 brightness 3 air 4 echo 5 quiet ..
29. A mother is always (?) than her daughter.
1 wiser 2 taller 3 stouter 4 older 5 more wrinkled
30. What people think about a person constitutes his —
1 personality 2 character 3 reputation 4 biography 5 career
31. A man always has —
1 children 2 nerves 3 teeth 4 home 5 wife
32. In general it is safest to judge a woman's character by her —
1 face 2 cooking 3 clothes 4 deeds 5 speeches
33. A circle is related to a square in the same way that a sphere is related to —
1 a circumference 2 a cube 3 round 4 corners 5 a ball
34. What is related to few as ordinary is related to exceptional?
1 none 2 some 3 many 4 less 5 more ..
35. Which of these pairs of words is not like the other four?
1 taste — good 2 cry — weep 3 lift — raise 4 merry — gay 5 large — big
36. The opposite of graceful is —
1 weak 2 ugly 3 slow 4 awkward 5 uncanny
37. The two words precise and indefinite mean —
1 the same 2 the opposite 3 neither same nor opposite
38. Of the five things below, four are alike in a certain way. Which is the one not like these four?
1 smuggle 2 steal 3 bribe 4 cheat 5 sell ...
39. To insist that stones have thoughts is —
1 absurd 2 misleading 3 improbable 4 unfair 5 wicked
40. The opposite of brave is —
1 intrepid 2 weak 3 treacherous 4 cowardly 5 fragile

START HERE

The purpose of this test is to measure interest in various things, occupations, and activities. Be honest in answering these questions. Read the directions carefully. You will have plenty of time, but work rapidly and do not skip any item.

TEST 1: OCCUPATIONS

DIRECTIONS: Listed below are a number of occupations. Under each see the three letters: L, I, D. If you think you would like the kind of work involved in the occupation, make a heavy black mark in the answer space after the L (like); if you would not care one way or the other, or do not know, mark the space after I (indifferent); if you think you would dislike the type of work involved, mark the space after D (dislike).

Consider only whether or not you like the type of work; do not consider money earned by persons in each occupation or their social standing. Would you like the kind of work involved in the occupation if everything else were satisfactory? **EXAMPLE:**

Freight Agent L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Florist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Gardener L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
(You would like this type of work)	(You do not know or have no opinion)	(You would dislike this kind of work)

Actor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Confectioner L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Pattern Maker L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Architect L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Dairyman L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Pharmacist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Army Officer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Dentist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Photographer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Athletic Director L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Doctor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Politician L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Auditor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Draftsman L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Postal Clerk L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Automobile Mechanic L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Electrical Engineer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Printer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Automobile Salesman L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Electrician L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Private Secretary L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Baker L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Electroplater L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Railway Brakeman L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Bank Teller L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Forest Ranger L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Railway Conductor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Barber L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Hotel Manager L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Railway Engineer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Bill Collector L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Insurance Agent L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Salesman L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Boiler Maker L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Iron Worker L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Sculptor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Bookkeeper L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Lawyer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Steam Fitter L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Broker L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Librarian L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Stenographer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Buyer (department store) L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Linotype Operator L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Surgeon L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Carpenter L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Locksmith L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Teacher L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Chauffeur L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Machinist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Telegraphic Operator L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Chief Clerk (in an office) L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Master Mechanic L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Timekeeper L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Certified Public Accountant L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Naval Officer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Tinsmith L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Chemist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Newspaper Editor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Wholesale Merchant L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Civil Engineer L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Newspaper Reporter L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Wireless Operator L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
College Professor L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Novelist L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Worker in Y. M. C. A. L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Commercial Traveler L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Office Manager L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Knights of Columbus, etc. L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

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+			
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INTEREST QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS

BY OLIVER K. GARRETSON AND PERCIVAL M. SYMONDS

NAME _____

DATE _____ AGE _____ GRADE _____

SCHOOL _____

(ANSWER THE OTHER QUESTIONS IN THE MARGIN ON THE BACK)

TEST 2: ACTIVITIES

In the same manner as before indicate whether or not you would like to do the following things. Work rapidly and mark each item.

Attend club meetings L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Go to church L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Sell tickets to entertainments L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Attend lectures L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Keep an expense account L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Take a clock apart L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Be in a class fight L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Make speeches L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Take part in debates L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Be in a school play L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Read biographies L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Talk with older people L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Go to vaudeville shows L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Repair a lock L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Visit factories L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Build model aeroplane L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Repair an automobile L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Wear comfortable old clothes L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Clerk in a store L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Repair electrical wiring L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Work at a lathe L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Dance L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Stay home evenings L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Write stories or novels L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

TEST 3: SCHOOL SUBJECTS

Indicate whether you liked (L), neither liked nor disliked or did not study (I), or disliked (D) each of these subjects in the elementary school. Do not skip any item.

Arithmetic L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Freehand Drawing L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Literature or Reading L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Penmanship L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Art L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Geography L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Manual Training L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Physical Education L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Civics L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Grammar L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Mechanical Drawing L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Physiology L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Composition L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	History L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Music L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Shop Work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Elementary Science L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Hygiene L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Nature Study L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Spelling L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

TEST 4: JOB ACTIVITIES

Indicate as before whether you would like (L), are indifferent to (I), or would dislike (D), the following types of work.

Civil Service position L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Operating machinery L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Slow, careful work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Dangerous, exciting work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Outdoor work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Work by yourself L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Difficult work, long hours, with good salary L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Planning work for others L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Work requiring accuracy L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
	Repairing machinery L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Work requiring travel L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>

Easy work, short hours, with small salary L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Safe, sure job L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Work with other persons L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>
Fast, rapid work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Shop work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	
Making things by plans prepared for you L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Selling things L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	
Office or desk work L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	Short, irregular jobs, with good pay L <input type="checkbox"/> I <input type="checkbox"/> D <input type="checkbox"/>	

TURN THE PAGE

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Do you plan to graduate from high school?.....

Do you plan to go to college?.....

What occupation would you like to follow when you leave school?.....

What are the occupations of your brothers who have left school? (in order from eldest to youngest).....

	A	C	T
+			
-			

Father's occupation.....

Does he have a title?.....

What is his title?.....

Where does he work?.....

Does he have people working for him?.....

Does he own all, part, or none of the business in which he works?.....

TEST 5A: SCHOOL PAPER

If you were asked to work on the school paper, indicate in the same manner as in the previous tests your attitude toward each of the following positions. Assume that you have the training and ability necessary for success in any of these positions and that they would all give you equal standing among the other students. *The only question is—What work would you like best?*

Advertising Solicitor L : : : I : : : D : : : :	Distribute papers to subscribers L : : : I : : : D : : : :	Reporter L : : : I : : : D : : : :
Bookkeeper L : : : I : : : D : : : :	Linotype Operator L : : : I : : : D : : : :	Typesetter L : : : I : : : D : : : :
Business Manager L : : : I : : : D : : : :	Press Foreman L : : : I : : : D : : : :	Write book reviews L : : : I : : : D : : : :
Circulation Manager (get subscriptions among pupils) L : : : I : : : D : : : :	Mechanic (repair and keep up machinery) L : : : I : : : D : : : :	Write special articles on school problems L : : : I : : : D : : : :
Editor L : : : I : : : D : : : :	Pressman (run the press) L : : : I : : : D : : : :	Write sports news L : : : I : : : D : : : :

TEST 5B: FOOTBALL TEAM

If you had your choice of positions with the football team, indicate as before your attitude toward each of the following positions. Assume that you have the training and ability necessary for success in any of these positions and that they would all give you equal standing among the other students. *The only question is—What work would you like best?*

Business Manager L : : : I : : : D : : : :	First Aid Expert L : : : I : : : D : : : :	Sell programs L : : : I : : : D : : : :
Captain L : : : I : : : D : : : :	Referee L : : : I : : : D : : : :	Sell tickets L : : : I : : : D : : : :
Cheer Leader L : : : I : : : D : : : :	Newspaper Reporter L : : : I : : : D : : : :	Timekeeper L : : : I : : : D : : : :
Coach L : : : I : : : D : : : :	Score Board Man L : : : I : : : D : : : :	Usher L : : : I : : : D : : : :

TEST 5C: STUDENT ACTIVITIES

If you had your choice of positions in the student activities organization, indicate as before your attitude toward each of the following positions. Remember that you are to assume that you have the training and ability necessary for success in any of these positions and that they would all give you equal standing among the other students. *The only question is—What work would you like best?*

Bookkeeper in student bank L : : : I : : : D : : : :	Director of student dances L : : : I : : : D : : : :	Member of student orchestra L : : : I : : : D : : : :
Cashier of student bank L : : : I : : : D : : : :	Hall traffic director L : : : I : : : D : : : :	
Chairman of committee for student handbook L : : : I : : : D : : : :	Home room representative L : : : I : : : D : : : :	Proctor for greeting and directing visitors L : : : I : : : D : : : :
Clerk in student supplies store L : : : I : : : D : : : :	Member of glee club L : : : I : : : D : : : :	Study hall proctor L : : : I : : : D : : : :
Chairman of committee on assembly programs L : : : I : : : D : : : :	Member of library committee L : : : I : : : D : : : :	Treasurer of student council L : : : I : : : D : : : :

TEST 6: PROMINENT MEN

Indicate those men you would care to be like, those you neither like nor dislike to imitate, and those you would prefer not being like.

Luther Burbank, naturalist L : : : I : : : D : : : :	Henry Ford, manufacturer L : : : I : : : D : : : :	J. P. Morgan, banker L : : : I : : : D : : : :
James Oliver Curwood, novelist L : : : I : : : D : : : :	George W. Goethals, engineer (Panama Canal) L : : : I : : : D : : : :	John D. Rockefeller, capitalist L : : : I : : : D : : : :
Thomas A. Edison, inventor L : : : I : : : D : : : :	Charles Evans Hughes, judge L : : : I : : : D : : : :	Babe Ruth, baseball star L : : : I : : : D : : : :
Charles W. Eliot, president of university L : : : I : : : D : : : :	John L. Lewis, labor leader L : : : I : : : D : : : :	John Wanamaker, merchant L : : : I : : : D : : : :

TEST 7: THINGS TO OWN

In the same manner as before indicate whether you would like to own, are indifferent to, or would not want to own the following things. Some you may already own, but mark them just the same. Work rapidly and do not skip any item.

Adding machine L : : : I : : : D : : : :	Fishing rod L : : : I : : : D : : : :	Pocketknife L : : : I : : : D : : : :	Wood chisel L : : : I : : : D : : : :
Bicycle L : : : I : : : D : : : :	Mechanical drawing set L : : : I : : : D : : : :	Police dog L : : : I : : : D : : : :	Wood saw L : : : I : : : D : : : :
Blowtorch L : : : I : : : D : : : :	Football L : : : I : : : D : : : :	Pool table L : : : I : : : D : : : :	Wrist watch L : : : I : : : D : : : :
Book of poetry L : : : I : : : D : : : :	Good chest of tools L : : : I : : : D : : : :	Printing press L : : : I : : : D : : : :	Writing or study table L : : : I : : : D : : : :
Electric Motor L : : : I : : : D : : : :	Lathe L : : : I : : : D : : : :	Slide rule L : : : I : : : D : : : :	Typewriter L : : : I : : : D : : : :
Encyclopedia L : : : I : : : D : : : :	Piano L : : : I : : : D : : : :	Soldering iron L : : : I : : : D : : : :	
Electrician's Pliers L : : : I : : : D : : : :	Model aeroplane L : : : I : : : D : : : :	Tuxedo (dress suit) L : : : I : : : D : : : :	

TEST 8: MAGAZINES

In the same manner as before indicate whether you like, do not know, or dislike the following magazines. Work rapidly and mark each item.

Adventure L : : : I : : : D : : : :	College Humor L : : : I : : : D : : : :	Life L : : : I : : : D : : : :	Secrets L : : : I : : : D : : : :
American Mercury L : : : I : : : D : : : :	Detective Stories L : : : I : : : D : : : :	National Geographic L : : : I : : : D : : : :	Radio and Television Mirror L : : : I : : : D : : : :
American Boy L : : : I : : : D : : : :	Colliers L : : : I : : : D : : : :	Motion Picture L : : : I : : : D : : : :	Spicy Adventure L : : : I : : : D : : : :
Blue Book L : : : I : : : D : : : :	Field and Stream L : : : I : : : D : : : :	Newsweek L : : : I : : : D : : : :	True Romances L : : : I : : : D : : : :
Bird Lore L : : : I : : : D : : : :	Film Fun L : : : I : : : D : : : :	New Yorker L : : : I : : : D : : : :	True Story L : : : I : : : D : : : :
Camera Craft L : : : I : : : D : : : :	Harpers L : : : I : : : D : : : :	Popular Science L : : : I : : : D : : : :	